Army National Guard

DISTRIBUTED LEARNING

FIELD GUIDE

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Army Training Division,
National Guard Bureau

In cooperation with

Distributive Training Technology Project

ARMY NATIONAL GUARD DISTRIBUTED LEARNING FIELD GUIDE

Prepared By:
IITRI/AB Tech Group
1701 N. Beauregard Street, Suite 600
Alexandria, Virginia 22311

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EXECUTIVE SUMMARY

In August 2000 the Chief of the Army Training Division, National Guard Bureau established the requirement to develop a document **to provide guidance and information to further the implementation of Distributed Learning (DL) in the ARNG**. This is an interim measure until sections of this Field Guide are included in NGR 350-2. The ARNG Distributed Learning Field Guide provides guidance and information for leaders, trainers, information and communication managers, and others on the following general topics:

- DL Concepts, Benefits, and Terminology
- The relationship of ARNG DL initiatives with The Army Distance Learning Plan, The Army School System and the Department of Defense (DoD) Advanced Distributed Learning Initiative
- ARNG DL Responsibilities
- The Army National Guard Distributive Training Technology Project
- DL Courseware
- DL Cadre Training
- Supporting Services, Organizations and Activities
- Conduct of DL
- Using DL to Support National and State Operations
- Collaboration
- Website Addresses
- Success Stories

The following sections summarize the Field Guide using three broad categories: emerging policy, existing policy and sections that warrant special attention.

Emerging Policy

Sections of the Field Guide that are the basis for emerging policy are indicated by bold, Italic type.

The Distributive Training Technology Project has three mutually supporting objectives: improve readiness, facilitate command and control, and enhance communities through shared use.

The primary concentration of the ARNG DL initiative is to improve readiness.

Distributed Learning will become the primary method of training except when resident training is justified.

State strategic and business plans should be synchronized with the NG Advanced Distributed Learning Strategic Plan.

Classroom Fielding Objectives:
- *Provide a classroom within 50 miles of 95% of the soldiers in each state.*
- *Provide one student workstation for each 100 soldiers in each state.*
- *Provide additional classrooms when 95% of the soldiers in a state are not within 50 miles of a classroom.*
- *Provide additional classrooms to meet training requirements.*

Site Administrators must carry out preventive maintenance checks and services. They must comply with DTTP procedures for adding, removing, or changing hardware and software. They must also attempt to prevent actions that may adversely affect the system.

Property accountability must comply with federal and state requirements.

All ARNG personnel are responsible for physical security of classroom equipment and for preventing unauthorized use of federal systems. The system records activities in its Security Audit Trail.

The Army National Guard, in coordination with DoD, other services, industry, and academia will develop and use standards-based, sharable, and interoperable DL products within an open architecture environment.

Existing Policy

Policy or guidance established by other Headquarters included in the Field Guide is appropriately referenced and indicated by bold, Italic type:

OASD/M&RA memorandum for all MACOM Commanders dated 25 March 1999 (See Chapter 8) -

"ATRRS will serve as the single database of record for DL training, program identification, resourcing, course management, class schedule, student registration, progress toward completion and graduation, and statistical information for the Army. ....development of parallel or redundant systems is not authorized."

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HQDA Message, Subject: Implementation of the Army Distance Learning Program (see Chapter 11 for detailed discussion of the topics below) -

- **Course priority at DL Facilities**
- **Scheduling DL Training**
- **Equivalent Credit**
- **Documentation**

Special Attention Sections

Sections of the Field Guide that warrant special attention are indicated by bold type.

The mission statement of the National Guard (Army and Air) Advanced Distributed Learning Strategic Plan is: **"By 2010, the National Guard will provide Advanced Distributed Learning throughout the force anytime/anywhere to improve readiness; support federal and state missions; and enhance communities through shared use."**

Higher levels of readiness can be achieved, and sustained, by trainers who assist leaders to use the most effective training methods - including DL.

Collateral Uses and Benefits:
- **Supports national and state operations**
- **Accomplishes virtual mission planning, meetings, and conferences**
- **Reduces time, cost, and risk of travel (Automobile accidents are the leading cause of ARNG fatalities.)**
- **Provides family support and soldier morale/welfare for deployed units**
- **Improves recruiting and retention by offering DL for continuous education and self-development**
- **Continues the Guard tradition of sharing resources with the community by providing access to high technology classrooms**

The Army National Guard is fielding classrooms to more than 400 locations throughout the states, territories, and the District of Columbia.

The core business concept of the DTTP is the idea of public-private partnerships sharing the Project's training technology on a fee for services basis.

The vision of the DoD Advanced Distributed Learning (ADL) Initiative is to leverage the power of computer, information, and communication technologies by using common standards across DoD. This will provide learning anywhere, anytime that can be tailored to individual needs.

The Sharable Content Object Reference Model (SCORM) is the fundamental building block form reusable training content objects within the DoD.

Shared use benefits:
- Enhances civil-military cooperation
- Increases local education levels
- Brings more citizens into the armories and showcases the Guard
- Provides a test bed for shared use of training technology
- Provides economic development in communities where soldiers live

TRADOC conducts an annual review of courses to determine which courses can be delivered via DL. MACOMs, including NGB review the master list annually, to ensure the list reflects current training priorities.

Leaders and trainers with limited experience in DL should contact organizations involved in Success Stories (Appendix 2) for examples of successful training using DL.

The proponent agency for this Field Guide is the Army Training Division, National Guard Bureau. Users are invited to send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to NGB-ART, 111 South George Mason Drive, Arlington, VA 22204-1382.

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PREFACE

Technology is transforming the way we train, educate, and operate in the Army National Guard (ARNG). Distributed Learning (DL) is an important part of this transformation. ARNG DL initiatives contribute to The Army Distance Learning Program (TADLP), and to the view that the Army is a leader in the implementation of DL within the Department of Defense.

Distributed Learning is simply another method of training. Although some studies suggest the DL can be more effective than resident training, it cannot totally replace resident training. There are subjects, and parts of subjects, that require resident training, and others where a combination of resident and DL training is appropriate. It is the mission of TRADOC, NGB-ART and DTTP to make these distinctions and plan training accordingly. **Higher levels of readiness can be achieved, and sustained, by trainers who assist leaders to use the most effective training methods - including DL.**

PURPOSE

The purpose of this Field Guide is to provide immediate guidance for implementation of DL in the ARNG until revision of NGR 350-2.

This field guide provides information for trainers and others involved with ARNG DL. It attempts to bring together, in a very basic framework, elements of DL. It provides a general overview, and information about where trainers can turn for more in-depth answers. This guide will be useful to those using DL, and others who are unfamiliar with DL. The intent of this guide is to encourage greater use of DL delivered courses at home station by increasing awareness and involvement. It also provides background information and a historical perspective of Army National Guard Distributed Learning initiatives. This field guide incorporates and furthers the intent of the following:

1. OASD/M&RA memorandum, subject: Approval of the Army Training Requirements and Resources System (ATRRS) as the Army-wide System of Record for Distance Learning https://www.atrrs.army.mil/channels/dlnews (See Index, Archived Articles.)

2. HQDA Message, subject: Implementation of the Army Distance Learning Program http://www.tadlp.monroe.army.mil/ (See Policy Message under miscellaneous TADLP hyperlinks.)

3. DA DCSOPS message, subject: Active Component (AC) and Active Guard and Reserve (AGR) Attendance At The Army School System (TASS) Battalion Institutional Training Courses http://www.tass.monroe.army.mil/ (Click on FTP

Site, click at top of page to access FTP site, click on DA Message, Equivalent Credit.)

4. FORSCOM/ARNG/USAR Regulation 350-2, Reserve Component Training http://www.forscom.army.mil/ (Click on Publications and Forms, click on FORSCOM Publications, click on Regulations, scroll down to Reg. 350-2.)

5. TADLP Campaign Plan http://www.tadlp.monroe.army.mil/ (See miscellaneous TADLP hyperlinks.)

6. TRADOC Regulation 350-18, The Army School System (TASS) http://www-tass.monroe.army.mil/ (See Regulations and Publications.)

7. National Guard Advanced Distributed Learning Strategic Plan and All States Letter http://www.arng.army.mil/about_us/training/dl/

8. The DTTP Site Administrator Toolkit (a guide for classroom operations) http://sass.xservices.com/ (Click on Training and Courseware)

9. Distance Learning Network Project Policies and Procedures Manual (DRAFT) (not available at this time)

10. Total (sic) Army School System (TASS) Cross Component Resourcing Implementation Guidance https://guardnet.ngb.army.mil/ (Use the Jump Menu to go to NGB-ART, under Welcome, click on Gold Book.)

11. MOU among CG TRADOC, CNGB, and CAR, SUBJECT: Resourcing the Total (sic) Army School System (TASS) in the execution phase of Planning, Programming, Budgeting, and Execution https://guardnet.ngb.army.mil/ARGuardnet/StarSafeFrame.asp (Use the Jump Menu to go to NGB-ART, click on Gold Book.)

12. Distance Learning Network Cooperative Agreement with Appendix http://guardnet.ngb.army.mil/JGuardnet/StarSafeFrame.asp (Use the Jump Menu to go to NGB-AQ Acquisitions, under Cooperative Agreements, select Agreement Formats, under Hot Topics select Distance Learning. Or, select File Download Library for NGR 5-1 for Cooperative Agreements or Grants, Cooperative Agreements Policy Letters, or NGR 5-2 for Support Agreements.)

DL BENEFITS

Training Today	Training Tomorrow	Benefits
Student and instructor must be together	Student and instructor can be separated by time or location	Reduced travel time and lower cost
Student goes to school at a specific time	School comes to the student (any where; any time)	Improved access to training increases retention
Different AC/RC versions of courses	One Army version	Uniform training across components
Synchronous instruction	Synchronous and Asynchronous instruction	Greater flexibility in planning, conducting and receiving training
Frequent course "nonconducts" due to fewer than minimum number of students	Fewer "nonconducts" due to a larger pool of students	TASS efficiency improved.
Learning at the instructor's pace	Learning at the student's pace	Improved learning outcomes
Paper based media	Multimedia	Accommodates multiple learning styles, Improved learning outcomes
		See paragraph 2-3. for collateral uses and benefits.
		See paragraph 5-7. b. (2) for shared use benefits.

Figure 1-1

DEFINITIONS

Distance Learning – This is probably the most widely used term to describe learning from a distance, where location and/or time separate the instructor and learners. DL is the delivery of structured learning using audio, video, computer-based training, correspondence materials, the Internet, or a combination of these and resident instruction. e-Learning is a more recent term used in the business sector, which means the use of electronic technology such as the Internet, to increase access to learning.

Distributed Learning – The ARNG adopted this term to show unity with the DoD Advanced Distributed Learning (ADL) implementation plan. Distributed Learning is the evolution of distance learning; it promotes the use of hardware and courseware standards to promote interoperability and sharing of learning content. Distributed learning also places greater emphasis on the use of distributed resources and decentralized locations to move toward anytime, anywhere learning.

Distributive Training – The most common use of this term derives from the ARNG Distributive Training Technology Project (DTTP). The DTTP is the information and communications technology infrastructure used to deliver training in the ARNG. The project relies on GuardNet XXI, the ARNG telecommunications infrastructure that consolidates and upgrades voice, video, and data requirements in one economical, highly efficient, integrated network. The DTTP extends this network through the installation of DL-capable classrooms at ARNG training sites, armories, and surrounding communities.

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CHAPTER 1

BACKGROUND

1-1. The Army Distance Learning Program. In 1995, the Office of Secretary of Defense (OSD) directed the Army to develop a program for training soldiers and units by exploiting information technology. The Army Distance Learning Plan is a Headquarters, Department of the Army (HQDA) initiative of the Deputy Chief of Staff for Operations and Plans (DCSOPS). Headquarters, U.S. Army Training and Doctrine Command (TRADOC) developed TADLP in 1996 to gain consensus and approval for a DL program to support Army training requirements, establish required funding levels, and identify program objectives. The Chief of Staff, Army (CSA) directed TADLP implementation on 19 April 1996. The CSA designated the Commanding General, TRADOC as the Army Executive Agent (AEA) for TADLP.

   TADLP will make a significant contribution to Army transformation and the new school model by exploiting information technologies through Army wide infrastructure and more than 300 technology enabled classrooms known as digital training facilities (DTF). Its ability to respond to priority Army requirements in scheduling the redesign of courseware for DL will provide direct and continuous support of leader development and multi-skill training for soldiers. The TRADOC Campaign Plan addresses many essential issues relating to Army Transformation. These include DL policies, courseware selection, DTF fielding, courseware delivery means, learning management, and the use of DL in a classified environment.

   When he approved The Army Distance Learning Program in 1996 CSA General Dennis J. Reimer predicted that, in time, all officer and noncommissioned officer professional education training would be by a combination of resident training and DL, or by DL alone. This prediction is nearing realization as DL is presently scheduled to provide 30 to 50 percent of formal school training, and will soon account for 65 percent of that training.

   TRADOC carries the mission to develop, coordinate, publish, revise, and maintain as necessary, policy and guidance in documents affecting TADLP management, business practices, infrastructure installation, course selection, training development, system architectures, learning management system operation, and ADL and DTTP integration.

1-2. The Army National Guard Distributive Training Technology Project
In 1995, Congress established the DTTP as a distance learning network demonstration project (FY95 House of Representatives Conference Report 103-747). In establishing the program, Congress designated the Chief, National Guard Bureau (CNGB), as the Executive Agent. This effort is a state-of-the-art technology-assisted solution for enhancing national security, not only in terms of military readiness, but also in furthering national economic interests. The DTTP enables realistic cost-effective training for National Guard soldiers and units, while providing communities with convenient local access to educational resources throughout the nation. To date, the project has installed over 290 multi-media classrooms and has put in place a leased national communications backbone, bringing distance learning to all 50 states, three territories, and the District of Columbia.

TADLP is an approved Army Acquisition Program while the Army National Guard DTTP is a Congressionally directed add-on assistance program with an acquisition component. The Army Staff, TRADOC, Program Executive Office (PEO) for Standard Army Management Information Systems (PEO-STAMIS) and the National Guard Bureau have been working the details of a coordinated plan.

1-3. Comparison: The Army Distance Learning Program and the Distributive Training Technology Project. TADLP and DTTP compliment each other but have different missions and objectives. TADLP focuses on military readiness training for active and Reserve Component (RC) forces. The DTTP supports and extends TADLP, while also supporting multiple ARNG missions to include military readiness training.

The essential difference is ***DTTP*** features a nationwide ARNG specific telecommunication network and ***has three mutually supportive objectives: improve readiness by providing increased access to military training and education; facilitate command, control, communications, and computing within the National Guard; and foster economic development, improve educational levels, and provide information access for communities in which the National Guard is based.*** The latter objective is called shared use. This involves use of DTTP facilities by non-ARNG activities (other federal government agencies, state/local governments, and organizations and individuals). In the near term, TADLP is fielding classrooms providing two way video transmissions to support remote broadcast of Army courses taught by instructors in real time. These classrooms also include a multi-media computer at each student workstation to support near term courseware modernization efforts. Classrooms are linked to computer networks and high-speed links through DoD telecommunication networks.

1-4. Advanced Distributed Learning Initiative

   a. In November 1997, DoD and the White House Office of Science and Technology Policy launched the Advanced Distributed Learning (ADL) initiative. The purpose of the ADL initiative is to ensure access to high-quality education and training materials available to Federal employees whenever and wherever they are required. This initiative will accelerate large-scale development of dynamic and cost-effective learning content and Learning Management systems. It will also stimulate an efficient market for those products in order to meet the education and training needs of the military and the nation's workforce in the 21st century. It will do this through the development of a common technical framework for computing and net-based learning. This framework will foster the creation of re-usable learning content as "instructional objects." For additional information see http://www.adlnet.org

   b. There are three independently supported Co-laboratories that comprise the ADL Co-Laboratory Network. While each provides a unique contribution to ADL, all three work together to share research, subject matter expertise, common tools, and course content.

      (1) The ADL Co-Laboratory, located in Alexandria, Virginia, is the operational command post of the ADL initiative and the hub of the ADL Co-Laboratory Network. The ADL Co-Laboratory coordinates DoD, federal, academic, private sector, and international research and development. This includes ADL policies, specifications, guidelines, standards, prototypes, and procedures for testing conformance with ADL specifications. Sponsors of the ADL Co-Laboratory include the Office of the Secretary of Defense (DoD), the Department of Labor, and the National Guard Bureau. The ADL Co-Laboratory developed the Sharable Content Object Reference Model (SCORM). (See paragraph 6-4. b. for more information.)

      (2) The Joint ADL Co-Laboratory, located in Orlando, Florida, supports the implementation of ADL within the DoD. This support is accomplished by developing prototype systems and providing technical expertise to program managers within the DoD who are charged with developing and fielding ADL systems.

      (3) The Academic ADL Co-Laboratory, located at The Pyle Center at the University of Wisconsin-Extension in Madison, Wisconsin, serves as the ADL focal point for the Nation's universities and colleges.

CHAPTER 2

ARMY NATIONAL GUARD DISTRIBUTED LEARNING OVERVIEW

2-1. Army National Guard Distributed Learning Mission

a. The National Guard Advanced Distributed Learning Strategic Plan mission statement reads: **"By 2010, the National Guard will provide Advanced Distributed Learning throughout the force anytime/anywhere to improve readiness; support federal and state missions; and enhance communities through shared use."**

b. ***The primary concentration of the ARNG DL initiative is to improve readiness.*** Distributed Learning is a training methodology that will be integrated throughout ARNG training to provide greater access to training. ***Distributed Learning will become the primary method of training except when resident training is justified.*** Goal number two of the National Guard Advanced Distributed Learning Strategic Plan reads: "Advanced Distributed Learning will be the primary learning delivery method for the National Guard."

2-2. Training Goals

a. The primary goal of ARNG DL is to provide greater access to training for the foundations of unit readiness: Duty Military Occupational Specialty Qualified (DMOSQ) soldiers, and developed leaders. It will also contribute to unit readiness by supporting distributed simulations, staff training exercises, professional development and other military training. The ARNG will continue to promote, support, and champion the implementation of DL as a core element of Army training and education.

b. The Army National Guard will improve training, enhance force readiness and support Army transformation by exploiting distance learning methods and technologies to develop and deliver quality training and education to all Army National Guard personnel anytime, anywhere.

c. Army National Guard DL supports Army training and education goals and objectives. As such, it is an integral component of the three pillars of the Army training and education system: 1) individual training and education; 2) collective training; and 3) self-development training.

d. Distributed learning provides the Army National Guard with the capability to present standardized individual, collective and New/Displaced Equipment Training (NET/DET) at sites other than formal school environments. This includes, but is not limited to implementing training by way of simulators,

simulations, correspondence courses, and video teletraining. It may also include interactive multimedia instruction (IMI) completed at home, at a local community college, in a learning center on an installation, or in a unit deployed at an operational site. Training and education courses will be designed and developed leveraging distance learning concepts when cost efficient and effective training will result. Courses may include combinations of resident and distance learning modules or sub courses.

2-3. Collateral Uses and Benefits. The enhanced communication capabilities of DL support national and state operations. Mission planning, meetings, and conferences are accomplished without requiring soldiers to be physically present. This can reduce the time, cost, and risk of travel (automobile accidents are the leading cause of ARNG fatalities). DL capabilities are also used to provide family support and morale/welfare for deployed units. The opportunity for soldiers to use DL for continuous education and self-development is an attractive recruiting and retention tool. Introduction of a National Guard sponsored high technology classroom in the local community continues the Guard tradition of sharing resources with the community.

2-4. National Guard Advanced Distributed Learning Strategic Plan
In August 1999, the Director, ARNG; the Director, Air National Guard (ANG); and the NGB Chief Information Officer (CIO) established the requirement for development of a Joint, Army and Air, National Guard Advanced Distributed Learning Strategic Plan. The plan provides vision, values, mission, objectives, and goals for National Guard Distributed Learning initiatives. The purpose of the Strategic Plan is to provide guidance to joint National Guard Advanced Distributed Learning initiatives that are synchronized with the DoD ADL Strategic Plan, TADLP, Air Force Distance Learning Road Map, and Air National Guard distributed learning plans. ***Strategic and business plans developed by the states, territories and the District of Columbia should be synchronized with the NG Advanced Distributed Learning Strategic Plan.***

2-5. National Guard Advanced Distributed Learning Strategic Plan Implementation. As the Strategic Plan was staffed at NGB, attention shifted to specific actions to achieve the goals and objectives of the Strategic Plan. These actions became known as implementing tasks. Ninety-seven implementing tasks were developed to achieve the 7 goals and 27 supporting objectives in the Strategic Plan. The implementing tasks also included suspense dates and office of primary responsibility. Some of the implementing tasks have been completed. The implementation Plan was published in May 2000, and is currently under revision.

CHAPTER 3

ARMY NATIONAL GUARD DL RESPONSIBILITIES

3-1. Chief, National Guard Bureau (CNGB):

a. Functions as executive agent for the DTTP.

b. Establishes federal reimbursement rates for shared use of GuardNet XXI.

c. Appoints a Program Executive Officer with approval from the Army Acquisition Executive (AAE).

d. Appoints a NGB Chief Information Officer (CIO).

3-2. Program Executive Officer, Information Systems (NGB PEO IS):

a. Performs as the Army centralized manager for assigned programs and reports directly to the Chief, NGB.

b. Serves as the responsible management official; provide overall direction and guidance for the development, acquisition, testing, product improvements, and fielding of assigned programs, consistent with acquisition guidance provided by the Army Acquisition Executive (AAE).

c. Coordinates, integrates, leads, and directly controls assigned Program and Product Managers.

d. Places primary management emphasis and oversight on cost, schedule, and performance while ensuring compliance with acceptable national policies such as environmental protection and socioeconomic programs.

e. Appoints, with the concurrence of the AAE, a Product Manager (PM) for DTTP.

3-3. NGB Chief Information Officer (NGB-CIO):

a. Serves as the program director for that portion of the Dedicated Procurement Program pertaining to the National Guard and other programs as designated.

b. Plans, programs and budgets for operational support of information systems and communications in the National Guard.

3-4. Director, Army National Guard (DARNG):

a. Manages and coordinates TADLP implementing actions within the ARNG.

b. Ensures DTTP facilities support TASS.

c. Provides ARNG personnel policy guidance to manage professional development of soldiers.

3-5. Chief, Army Training Division (NGB-ART):

a. Provides military training requirements for the DTTP.

b. Provides the Mission Needs Statement, Operational Requirements Document, and the Functional Requirements Document to the DTT PM.

c. Provides input to TRADOC for courseware redesign prioritization.

d. Provides representation for the three-component Distance Learning Fielding Committee to coordinate DTTP classroom and TRADOC DTF fielding requirements and locations.

e. Provides scheduling information and DL resource availability to the Army Training Requirements and Resources System (ATRRS) managers for TASS course execution.

3-6. Chief, Distributed Learning Branch (NGB-ART-D):

a. Advises the Chief, NGB-ART on DL issues.

b. Develops DL policy and guidance for ARNG training.

c. Plans, programs, defends and executes resources for DL training requirements.

d. Coordinates with the Individual Training Branch (NGB-ART-I), to ensure the integration of DL in TASS.

e. Coordinates with the Training Support Branch (NGB-ART-S), to ensure the integration of DL in New Equipment Training (NET) and Displaced Equipment Training (DET).

f. Coordinates resources and requirements with TASS Integration Element (TIE) regional managers to meet the Army Program for Individual Training (ARPRINT).

g. Coordinates functional requirements for the DTTP to support military training with the Product Manager, DTTP (DTT PM).

h. Provides DTTP classroom fielding priorities to the DTT PM.

i. Represents ARNG DL initiatives within DoD.

j. Coordinates DL issues with the states, territories, and the District of Columbia through the DL POCs.

k. Acts as proponent for sustainment training of DL POCs, DL Managers, and others involved in the execution of DL in the ARNG.

3-7. Chief, Army Information Systems (NGB-AIS):

a. Is responsible for the operation of GuardNet XXI, the telecommunications backbone for ARNG DL.

b. Operates a help desk for DL managers to report GuardNet XXI technical problems. This works in conjunction with the DTTP help desk (see para. 3-8 r.)

c. Operates the Video Operations Center.

d. Coordinates interconnectivity with other military networks.

3-8. Product Manager, Distributive Training Technology Project (DTT PM):

a. Serves as a Material Developer (MATDEV).

b. Plans and manages acquisition programs consistent with the policies and procedures issued by the AAE and appropriate regulations, policies, procedures, and standards.

c. Provides the planning guidance, direction, control, oversight, and support necessary to ensure systems are developed in accordance with the Army Enterprise Architecture (AEA).

d. Certifies compliance with the Army Enterprise Architecture to the Milestone Decision Authority (MDA) before formal release of the draft and final solicitations.

e. Minimizes life-cycle cost; and field DTTP within cost, schedule, and performance baselines.

f. Develops and submits requirements for financial, manpower, matrix, and contractor support (CS) to the AAE, the respective PEO or other MATDEV. Coordinate for required functional support from the appropriate materiel command(s).

g. Develops, coordinates, and commits to an acquisition program baseline and immediately report imminent and actual breaches of approved baselines.

h. Ensures Acquisition Planning Boards (APBs) and solicitations implement the ORD.

i. Prepare and submit timely and accurate periodic program performance reports, as required.

j. Designs, acquires, integrates, tests, and installs, DTTP classroom equipment.

k. Establishes cooperative agreements with states to facilitate shared use.

l. Coordinates funding for site preparation with NGB-ARI.

m. Coordinates funding for circuits through NGB-AIS.

n. Funds OMNG through direct Funding Allocation Document (FAD).

o. Provides new equipment training for site administrators.

p. Provides classroom maintenance support.

q. Maintains configuration management.

r. Operates a help desk for DL managers to report DTTP classroom technical problems. This works in conjunction with the Guardnet XXI help desk. (See para. 3-7 b.)

3-9. United States Property and Fiscal Officer (USP&FO):

   a. Accounts for all property and funds associated with the DTT Project.

   b. Facilitates the signing of a DTTP cooperative agreement consistent with the desires of the TAG.

   c. Provides program oversight for DTTP ensuring the program is administered by the State, consistent with law and regulation.

   d. Conducts periodic Internal Review of DTTP projects within the state to ensure provisions of the cooperative agreement are being fulfilled by the state, that user fees are charged IAW NGR 5-2, that program income is being used IAW with current NGB policy, and that NGB reimbursements are accurate and timely.

   e. Appoints a Program Manager with the concurrence of the TAG to manage the federal funds in accordance with (IAW) AR 37-1 DFAS-IN.

3-10. States Adjutant General (TAG) and Commanding General, DC National Guard:

   a. Provides leadership guidance for DL implementation within their state, territory or district.

   b. Ensures compliance with DL MOAs, Cooperative Agreements, and business practices.

   c. Establishes state rates for shared use of DTTP classrooms.

   d. Provides supervision and management for DTTP activities and projects.

   e. Appoints a state level DL manager (DL POC) to represent state interests and to coordinate DL activities with NGB-ART, DTT PM, United States Property and Fiscal Officer (USP&FO), DCSOPS, Deputy Chief of Staff for Information Management (DCSIM), Facilities Maintenance Officer (FMO), TASS representatives, DTT Regional Managers, and Site Administrators to ensure proper administration and compliance with ARNG DL initiatives.

   f. Ensures promotion and assignment policies for DL course completion are equal to resident course completion.

g.   Provides access for Active Army and USAR soldiers to DTTP facilities for ATRRS managed courses, IAW Total (sic) Army School System (TASS) Cross Component Resourcing Implementation Guidance. (See page 6, number 10.)

h. Provides access for Air National Guard airmen and women to DTTP facilities for Air National Guard courses, IAW NGR 5-2/ANGI 63-102.

i. Provides access, through shared use, to other federal and state agencies, soldiers, their families, and the community at large, IAW the DoD Financial Management Regulation, Volume II A.

3-11. State Deputy Chief of Staff for Operations (DCSOPS/POTO/DPOT):

a. Advises the TAG on matters concerning DL implementation.

b. Advises unit commanders on DL programs and responsibilities.

c. Advocates the use of DL.

d. Identifies and manages state ARNG DL training requirements.

e. Provides input for ARNG DL requirements to NGB-ART.

f. Coordinates DL issues with the PORTAC Distributed Learning Advisory Council (DLAC).

g. Coordinates training issues with DL POC.

h. Exploits opportunities to use DL.

i. Plans programs, and manages DL resources to support TASS missions.

3-12. State Deputy Chief of Staff for Information Management (DCSIM / DOIM):

a. Manages communication resources in support of DL.

b. Coordinates communication issues concerning DL with DL POC.

c. Supports DL goals and initiatives.

d. Provides first line troubleshooting of network and classroom equipment and communications.

e. Reports all network and classroom equipment problems, including those corrected at the local level, to the NGB Help Desk, 1-800-821-3097.

f. Ensures a trouble ticket is generated for all network and classroom equipment problems and manages each trouble ticket through completion.

3-13. State Facilities Maintenance Officer (FMO):

a. Coordinates with the DOIM, POTO, and the DL POC in selection of the specific location of classrooms and administrative space.

b. In coordination with the DL POC, shares with the DOIM the responsibility for contracting and monitoring all site preparation activities including minor construction such as electrical, lighting, HVAC, wall preparation, and installing/assembling furniture and carpeting.

3-14. Regional Training Institute (RTI) Commander:

a. Ensures classrooms and facilities comply with proponent accreditation standards.

(1) RTI Commanders have direct responsibility for their classrooms and facilities.

(2) RTI Commanders have a coordinating responsibility for classrooms and facilities they receive instruction from, or to which they originate instruction.

b. Manage DL certifications and proficiency of instructor staff.

(1) RTI Commanders have direct responsibility for the certification and proficiency of their instructors and staff.

(2) RTI Commanders have a coordinating responsibility for the certification and proficiency of instructors and staff at other facilities providing instruction for students at their RTI, and for instructors and staff at facilities receiving instruction from their RTI.

c. Produces a schedule of courses to support execution of the ARPRINT, including DL courses as appropriate.

d. Programs resources to support DL courses.

e. Coordinates course delivery between states, TASS Regions, and proponent schools.

f. Coordinates and refines classroom/facility resource requirements and specifications to support execution. (See paragraph 11-2. f.)

g. Identifies specific classroom/facility requirements during Regional Training Coordination Conference (RTCC) and Training Resource Arbitration Panel (TRAP) processes.

h. Coordinates DL issues with State DL POC.

3-15. State Quota Source Manager:

a. Tracks, coordinates, and justifies the training requirements, quotas, and inputs to satisfy state DMOSQ goals.

b. Manages enrollment of students in quota managed DL classes.

c. Coordinates requirements for DL classrooms, in accordance with paragraph 11-2. f.

3-16. State DL Point Of Contact:

a. Acts as the primary point of contact for DL issues.

b. Coordinates DL issues with DL Branch, NGB-ART and NGB-DTTP.

c. Coordinates all DL information and activities with USP&FO, DCSOPS, DCSIM, FMO, TASS representatives, DTT Regional Managers, and Site Administrators.

d. Ensures coordination of DL classroom requirements with each site manager and all organizations using DL. (See paragraph 11-2. f.)

e. Assists other DL POCs to implement successful DL programs.

f. Participates in the monthly DL Virtual Conferences, semi-annual DL workshops and other DL activities such as the DTTP Virtual Lunch Breaks. (These are voluntary, but highly recommended as the primary forums to exchange ARNG-wide DL information.)

g. Recommends DL awareness-training strategies to improve awareness and involvement.

h. Establishes a strategy or methodology to implement shared use within the state.

NOTE: A list of state DL POCs is available at http://www.arng.army.mil/about_us/training/dl/ or http://sass.xservices.com/

3-17. Unit Commander or Supervisor:

a. Leverages available DL resources and courses to support and sustain individual and collective training readiness to execute the unit's METL.

b. Ensures soldiers enrolled in DMOSQ or Professional Development Courses meet prerequisites for training and comply with Army height/weight standards before attending DL courses or phases.

c. Uses the DL diagnostic and training capabilities to determine and correct soldier and leader training weaknesses.

d. Ensures students are available for DL training and have no command directed conflicts that will interfere with their scheduled training.

e. Authorizes students to take directed DL training courses and adjust the duty day, or drill schedules of individuals taking DL courses as required.

f. Exempts students from all other duties while attending DL courses and provide adequate time for homework as recommended by the course syllabus.

g. Counsels soldiers participating in DL courses or phases on the importance of meeting schedules and completing DL requirements.

3-18. Site Administrator/Site Manager/Site Operator:

a. Manages overall site operations.

b. Applies DL classroom capabilities to military training requirements, national and state operations, and shared use opportunities.

c. Opens the classrooms, verifies communications and operation of equipment, performs preventive maintenance checks and services as required, and attempts to prevent actions that may adversely affect the system.

d. Ensures property accountability and security of the facility and classroom equipment.

e. Ensures courseware for scheduled courses is available.

f. Coordinates requirements for DL classrooms. (See paragraph 11-2. f.)

g. Verifies the Integrated Information System (IIS) is properly scheduling and tracking classroom and courseware use.

h. Assists in establishing communications links for video/audio conferencing well in advance of the scheduled start time.

i. Coordinates with the course proponent to establish contingency plans for scheduled training in the event the primary delivery system fails.

j. Receives all scheduled students and ensure they know how to operate any equipment or systems needed for the course.

k. Complies with DTTP procedures for adding, removing or changing hardware, software, or courseware approved for use within the classroom.

l. Provides billing and accounting for classroom use.

m. Reports all network and classroom equipment problems, including those corrected at the local level, to the NGB Help Desk, 1-800-821-3097.

n. Ensures a trouble ticket is generated for all network and classroom equipment problems, and manages each trouble ticket through completion.

o. Advises the DCSIM or the State DL POC of any unusual occurrence, situation or problem arising out of the operation of the DL classroom.

p. Secures the classroom following each use.

NOTE: A site operator's handbook can be found at http://sass.xservices.com/

3-19. Instructor/Assistant Instructor/Course Facilitator:

a. Complies with course certification standards as prescribed by the proponent.

b. Instructs military courses, assist, or supervise military training events appropriate to assigned responsibility.

c. Ensures training is conducted in accordance with the course management plan and accreditation standards.

d. Ensures required training materials and courseware are available.

e. Ensures students are properly enrolled.

f. Attempts to locate registered students who are not present.

g. Verifies students meet all course prerequisites.

h. Distributes required training materials.

i. Is prepared to assist with contingency plans in the event the primary delivery method fails.

j. Monitors all tests and classroom exercises.

k. Coordinates and secure test materials with TASS test control authority.

l. Maintains an environment conducive to learning with consideration of Army equal opportunity, environmental, and sexual harassment policies.

   NOTE: Facilitators at receive sites may serve as assistant instructors or subject matter experts as outlined in the Course Management Plan, or through coordination with the proponent.

3-20. Student:

a. Coordinates individual training requirements with the chain of command or unit readiness NCO.

b. Meets all course prerequisites.

c. Complies with Army height and weight standards.

d. Obtains individual equipment and materials required for the course.

e. Acquires contact information for the course manager, course advisor, or subject matter expert who can answer questions.

f. Establishes a study plan, which provides a regular time to study on a daily basis to ensure the phase, module, lesson, or test will be completed on schedule.

g. Arranges access to a place for study that is free from noise and outside distractions.

h. Records progress and results for Computer Based Training on 31/2" disks when required.

i. Keeps the course manager, course advisor, or subject matter expert informed regarding progress and obstacles to learning throughout the course.

j. Fulfills all training requirements to complete the course.

CHAPTER 4

THE ARMY SCHOOL SYSTEM

4-1. Background. The Army School System (TASS) is a composite of Active Component, Army National Guard, and United States Army Reserve institutional training systems. Working with Army training proponents, TASS provides standard training courses to America's Army. It focuses on three main points of effort: standards, efficiencies, and resources. TASS will provide an increasing number of courses conducted via DL. It will also be responsible for the delivery and management of ATRRS quota-managed courses with DL phases or modules.

4-2. Composition. TASS is composed of accredited and integrated AC/ARNG/USAR schools providing standard institutional training and education for the Army. TASS training battalions are arranged in regions and functionally aligned with the training and training development (task) proponents. TASS embodies the following characteristics:

- Tri-component partnership

- Efficient use of facilities, equipment, personnel, and time

- Fully integrated system using Structure Manning Decision Review (SMDR) and ATRRS processes.

- Use of The Army Training System Courseware (TATS-C)

- Title XI AC soldiers in support of the Reserve Components

- TRADOC overall responsibility for Army institutional training

4-3. Organization

   a. Training and training development proponents design, develop, coordinate, and validate TATS courses. They conduct training and accredit functionally aligned schools. They are responsible for instructor certification, quality control of schools and courseware.

   b. TRADOC Deputy Chief of Staff Education (DCSED). DCSED is the TRADOC proponent for institutional education and training. DCSED ensures implementation and institutionalization of TASS within the Army. Specific duties for the DCSED are delineated in TRADOC Regulation 350-18, paragraph 2-2.

c. TASS Integration Element (TIE). The Army School System is geographically divided into seven regions to promote coordination, resource management, and standards. Each region has a TIE, which is a field operating agency of DCSED to ensure TASS regional issues are resolved and Title XI soldiers are managed. Responsibilities are delineated in TRADOC Regulation 350-18, paragraph 2-15, available at http://www-tass.monroe.army.mil/ (See Regulations and Publications.)

TASS Organization
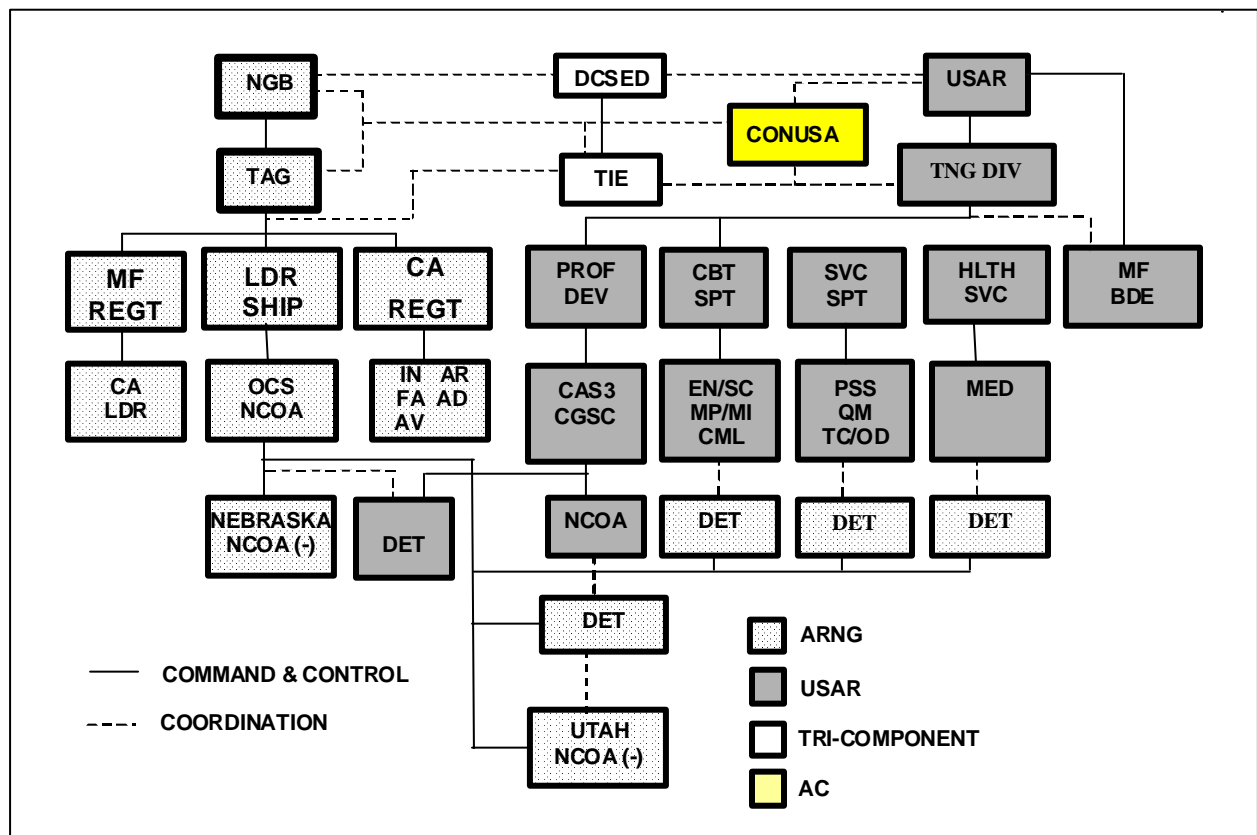
Figure 4-1

TASS REGIONS with ARNG TRAINING BNs
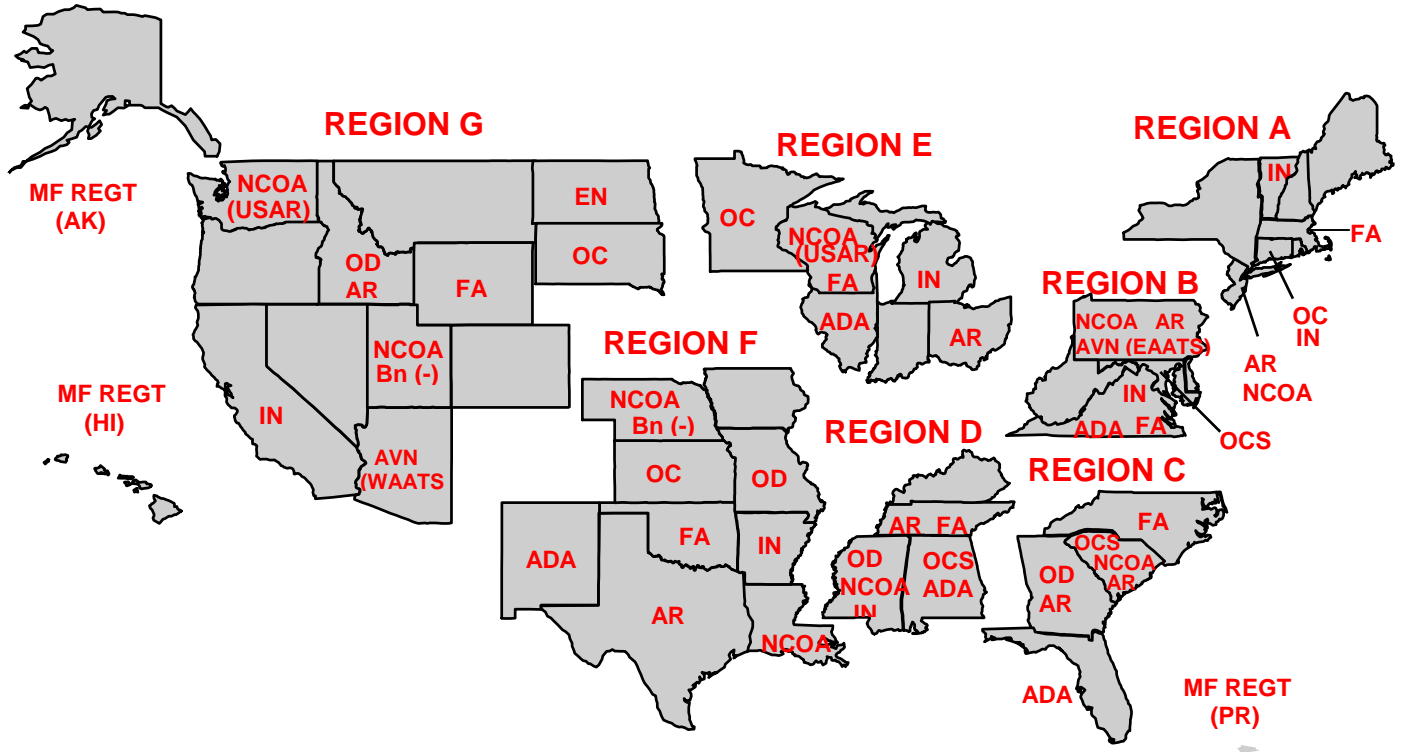
Figure 4-2

CHAPTER 5

DISTRIBUTIVE TRAINING TECHNOLOGY PROJECT

5-1. Mission. The DTTP will provide the high-speed information access capability necessary for improvement of National Guard soldier readiness, and it can also increase the quality of life in communities where soldiers live and work. The system supports the training mission area (TASS, TADLP, and Force XXI) by providing a means to deliver flexible, exportable and effective training.

5-2. Classrooms

   a. The Army National Guard is fielding classrooms to more than 400 locations throughout the states, territories and the District of Columbia. These classrooms are connected to each other through a broad band, terrestrial network of nodes in the vicinity of each State Area Command (STARC) headquarters, seven regional hubs, network operations center, and the IIS Hot Center.

   b. More than 288 multimedia classrooms have been fielded to date. New classrooms will be fielded at the rate of approximately seven per month (depending on funding). Lessons learned from the design, fielding, and operation of these classrooms continues to streamline procurement and installation.

   c. The DTTP fielded sixty-one single trainer classrooms beginning in 1998. They are used principally in support of the Command, Control, Communications and Computers (C4) mission.

   d. From 1998 through June 2000, DTTP fielded three different classroom configurations:

      (1) Medium Trainer Classroom (MTC) is the smallest type of classroom, and includes:

         (a) Up to four workstations (three student, one instructor)

         (b) A printer and a fax machine

         (c) Video cassette recorder (VCR)

         (d) Computer-based and web-based training capabilities (with Internet access)

         (e) Virtual office capabilities

(f) Metering and billing functions via the IIS

(g) One T1 (digital telephone) and three Plain Old Telephone System (POTS) (analog telephone) lines

(2) Multimedia Classroom (MMC). In addition to containing all of the capabilities provided by the MTC, the MMC includes:

(a) Up to thirteen work stations (twelve student, one instructor)

(b) Enhanced computer-based training retrieval

(c) Video (V)-Cache and V-Casting equipment for increased video functionality

(d) Telecommunications lines - one T-1, one Primary Rate Interface (PRI), and three POTS lines

(3) Dual Multimedia Classroom (DMMC). In addition to containing all of the capabilities provided by the MMC, the DMMC includes:

(a) Up to twenty work stations (eighteen student, two instructor)

(b) Separate Computer-Aided Classroom (CAC)

(c) One Video Teletraining (VTT) Classroom

(d) Capabilities to facilitate multiple simultaneous activities

(e) Two T1 lines, one PRI, and three POTS lines

e. Starting in June 2000, DTTP has been fielding a single, scalable design known as Multimedia Scaleable (MMS), which includes:

(1) Three to twenty student workstations

(2) A classroom printer and a fax/copier machine

(3) A document camera

(4) Two-way video and two-way audio conferencing

(5) Conferencing-based and web-based audio conferencing

(6) Computer-based and web-based training capabilities (w/Internet access)

(7) Two VCRs

(8) One T1, one PR1, and three POTS lines

(9) Productivity tools such as Microsoft Office Suite

(10) National scheduling, courseware distribution, and metering functions via IIS

f. Options - The MMS classroom design includes certain flexibility for incorporation either during or after initial installation. The inclusion of the following options may be at state expense.

(1) Additional workstations

(2) Video Teletraining (VTT) room

(3) V-Gate

(4) Video Teleconference (VTC) cart

(5) A second video camera

(6) Projectors in lieu of large screen TVs

g. Classrooms may change with changing technologies. Contact the state DL POC or the National Guard Bureau Help Desk at 1-800-821-3097 for the latest information on classroom updates.

5-3. Classroom Fielding Objectives

a. ***Provide a classroom within 50 miles of 95% of the soldiers in each state***

b. ***Provide one student workstation for each 100 soldiers in each state***

c. ***Provide additional classrooms to meet training requirements***

5-4. Justification for Additional Classrooms/Facilities/Equipment

a. If a State can demonstrate a given classroom is fully utilized without satisfying the training demand, an additional classroom may be justified.

b. If fewer than 95% of the soldiers in a state are within 50 miles of a classroom, a new location (city) may be justified to increase the percentage

c. If a state has more than 100 soldiers per student workstation, seats may be added to planned classrooms or additional classrooms may be added.

d. If a state can demonstrate it rarely has more than nine students in a course, two classrooms of nine seats may be justified instead of one classroom of eighteen seats.

e. If a State can show the typical class has twelve students, twelve workstations may be justified even if only 800 soldiers live within 50 miles.

f. ARNG classroom fielding decisions are made in a collaborative agreement between Chief, NGB-ART and DTT PM. Requests for additional classrooms are negotiated with the tri-component Distance Learning Fielding Committee prior to approval.

5-5. Classroom Operations

a. Configuration control/Equipment failure

(1) Proper oversight and emphasis will minimize equipment failures. Compatibility with configuration design and connectivity of the computer system to the network is essential for the effective use of the DTTP classrooms. ***Site Administrators must carry out preventive maintenance checks and services. They must comply with DTTP procedures for adding, removing, or changing hardware and software. They must also attempt to prevent actions that may adversely affect the system.*** Site Administrators must also remember to adhere to SOPs applicable to particular sites.

(2) The DTTP "Tool Kit", located at each site, is the Site Administrators easy-to-use guide for the operations of the classroom. The following items are examples the operator will find in the "Toolkit" under the Classroom Operations section:
(a) What pieces of equipment can be configured or adjusted without the approval of the Help Desk or Network Operations Center

(b) What equipment should not be adjusted or changed

(c) What actions may adversely affect the system

(d) How to perform corrective maintenance

(e) What the procedures are for adding/removing/changing hardware or software

NOTE: Additional information is available for the Site Administrator at the Site Administrator Support System Website at http://sass.xservices.com.

b. Courseware (See Chapter 6.)

c. Property accountability

(1) Property accountability is crucial to determining responsibility for federal and state property. Federally owned property must be clearly identifiable and distinguished from non-federal property. ***Property accounting records must be kept and maintained in compliance with federal and state requirements.***

(2) The equipment in the classrooms belongs to the federal government. Each state has a federally appointed USP&FO who is responsible for receiving, accounting for, and reporting all federal property issued to the State National Guard. ***The state has a responsibility to account for property in accordance with the rules of the Cooperative Agreement and NGB property accountability policy.***

(3) At a minimum the following property records should be maintained and included in an inventory tracking system per 32 Code of Federal Regulations (CFR) Part 32.32:

(a) Description of property

(b) Serial number or other identification number

(c) Source of property

(d) Who holds title

(e) Acquisition date

(f) Cost of property

(g) Percentage of federal participation

d. Security

(1) ***All ARNG personnel are responsible for physical security of classroom equipment and for preventing unauthorized use of federal systems. The system records activities in its Security Audit Trail.***

(2) The DTTP Security Features Users Guide (SFUG), Version 1.0; Classroom Disaster Recovery Plan, Version 1.0; and the draft Trusted Facility Manual detail the security procedures currently in place. They have been promulgated separately as specific procedures. These guides are found in the "Toolkit."

(3) For the complete DTTP Disaster Recovery Plan and for additional information on Classroom Security, please refer to Course 7, Module 3 of the Site Operations Training Manual or visit the SASS Web site at http://sass.xservices.com.

e. Administration resources - The SASS Web site is a comprehensive reference tool for Site Administrators. The site is divided into eight sections, detailing the functions and services of the DTTP. The sections are:

(1) Classrooms: Project Overview, installation information, equipment, computer user support, security, property accountability, and configuration control

(2) DL Technologies: Distributed Learning instructional technologies, audio conferencing, collaborative technologies, video teleconferencing (VTC), and Integrated Information System (IIS)

(3) Business Operations: Financial management, shared use, business planning, marketing/public relations, and customer service

(4) State Operations Support: Regional managers, state shared documents, classroom installations, audio conferences, and post-installation support

(5) Training Site Administrator training, commercial courseware, and military courseware

(6) Certification: Explanation of certification process, certification requirements, and other relevant information

(7) Knowledge Sharing: Discussion Forum, Lessons Learned, FAQs, and monthly articles. This section features discussion forums and provides insight into lessons learned at other sites. Comments are searchable by topic as well as author. Lessons learned topics include:

    (a) C4

    (b) Courseware

    (c) Instructor training

    (d) Program Management

    (e) Readiness Training

    (f) Shared Use

    (g) Site Installations

    (h) Site Operations

    (i) References: Glossary, acronyms, calendar of events, related military links, FAQs

f. Equipment Manuals

(1) Each classroom contains a DTTP Site Administrator Tool Kit. This is a reference for classroom operators. It provides information concerning the daily functions of DTTP classrooms. Information in the "Tool Kit" is in the form of quick guides, and can be found in expanded version on either the Site Administrator Support Site (SASS) or in the Site Operations Training Manual. Tool Kits are being released for all classrooms. Much of the information discussed above can be found in the DTTP "Toolkit".

(2) If a manual is needed for a specific piece of equipment, contact the state DL POC or DCSIM.

g. Standard Operating Procedures (SOP) - Site managers are encouraged to develop SOPs which will enable others to understand local procedures and to use classroom equipment quickly and efficiently. Suggested topics include:

    (a) Hours of Operation

    (b) List of Services

    (c) Emergency Evacuation Procedures

    (d) Points of Contact

        (1) Building

        (2) Technical

        (3) Security

        (4) Billing and Payments

        (5) NGB Help Desk

        (6) Video Operations Center

    (e) Program Documents

        (1) Business Plan

        (2) Cooperative Agreement

        (3) DLIP

        (4) Advisory Board Charter and Membership

    (f) Operations

5-6. Distributed Learning Technologies

   a. Audio conferencing - This is a voice only connection between multiple sites. Participants call into an audio bridge, which is a device that can connect multiple calls into one. Some audio bridges can accommodate as many as 200 calls. The potential chaos of many callers on one line can be avoided by careful planning before the conference. An experienced moderator manages the conference by following a previously scripted and planned program. Guest speakers or assistant instructors can reduce the monotony of one voice or speaking style. Most importantly, callers should be provided procedures and protocols to follow before the event to minimize simultaneous discussions or other audible disruptions. This medium can be used to conduct conferences, meetings or instruction when the content is lecture based. The chief benefits of audio conferencing are:

(1) The ability to share information without the requirement for others to travel to the location where the information is originating.

(2) The ability to enable students to interact with instructors on a real time basis.

(3) The low cost and high reliability.

b. Audio Graphics

(1) Audio graphics is a form of teleconferencing in real-time that can provide a simultaneous audio, visual, and data connection. All DTTP sites use Microsoft (MS) NetMeeting to facilitate audio graphic conferences. MS NetMeeting from www.microsoft.com can be downloaded free-of-charge. Since its connection is over the Internet, MS NetMeeting may significantly reduce phone line charges.

(2) Audio graphics combines all of the features of audio conferencing with the ability to provide visual information. Visual content such as briefing slides can be provided via mail, email, or website.

(3) Information about how to initiate calls, how to receive calls and gather tips for using MS NetMeeting with Audio graphics are available in Course 10 in the Site Operations training Manual or the SASS web site at http://sass.xservices.com. Detailed information on Audio graphics can be found under the Distributed Learning Technologies heading.

c. Video Teleconferencing(VTC)- VTC enables individuals at different locations to conference using both audio and video. IVTC is also used to distribute lecture-based training. There are two types VTCs). Point-to-point - Two sites communicating directly with each other, and multi-point - three or more sites communication through a multi-point control unit (MCU), commonly referred to as a bridge. Preparing for a VTC is crucial. A Site Administrator's checklist has been developed. For additional Information on Video Teleconferencing, refer to Course 11 in the Site Operations Training Manual or SASS web site at http://sass.xservices.com. Detailed information on video conferencing can be found under the Distributed Learning Technologies heading.

d. Computer-based Training (CBT) is a general term used to describe DL courseware that is presented to the user through the medium of a personal computer. Other terms for CBT are Computer-based Instruction (CBI), Computer-aided Instruction (CAI), or Interactive Multimedia Instruction (IMI). Although it is sometimes thought to refer to disk-based and CD-ROM based courses, CBT

encompasses all types of instructional software, including Web-based Training (WBT) and other network based instructional delivery. In the Army, the term "CBT" is sometimes used interchangeably with the SmartForce ® library of information technology courses available at no cost to all Army civilians and soldiers (active, guard, and reserve) at www.armycbt.army.mil. This misuse of the term seems to stem from the fact that SmartForce ® was formerly known as CBT Systems Incorporated ® at the time the Army first contracted with them.

   e. Web-based training (WBT) is a method of delivering learning in which computer-based training (CBT) is modified to take advantage of the technologies and methodologies of the World Wide Web, the Internet, and intranets. WBT is also referred to as Online Learning, or Browser-based Learning. All of these terms refer to the same basic premise: training can be delivered to the user through a web browser.

   WBT presents online content, easily modified by the instructor, in a structure that fosters self-directed, self-paced instruction. WBT is media-rich training fully capable of evaluation, adaptation, and remediation, all independent of computer platforms. Traditional WBT is asynchronous (not time dependent) and is focused on individual training. The increase in browser based collaborative tools and gaming technologies have added a new dimension to WBT: synchronous (real time) collective training environments.

   In many cases, WBT is an ideal method for delivering the right amount of training to individuals anywhere there is an Internet connection, at any time that is convenient to the student. WBT is very important to soldiers because it will become the primary DL methodology used in future Army and National Guard courseware.

   f. Satellite Teleconferencing - This is a tool that can be selected when the mission requires connection to a large number of sites over vast geographic distances. Typical missions involve fifty to several hundred sites across two or more time zones. Satellite teleconferencing is one-way video and two-way audio. Remote site viewers will see the instructor at the origination point, but the instructor cannot see the viewers at the remote sites. Interaction between various sites is possible though a Push-To-Talk microphone or through a toll free number for calls, faxes, and or email or chat-rooms.

   There are several types of satellite platforms. The newest are the smaller 18-36 inch Direct Broadcast Site (DBS) dishes. These are not commonly used for government and military broadcasts. Another type is the older, first generation, mesh or solid, five to seven foot wide, steerable analog C/KU dishes used mainly in rural locations. There are more than 9,000 of these dishes in active service. A

few National Guard locations have these dishes and still successfully operate them.

   The most common satellite platform available to National Guard audiences is a second generation, fixed digital dish referred to as the "Air Warrior" Network. The Air Warrior network is part of the larger Government Education & Training Network (GETN). Other GETN members include the U.S. Army, USAF, AF Reserves, US Coast Guard, and the Defense Logistics Agency among military services and the FAA, US Courts, Department of Justice, Department of Energy, the National Park Service, and US Fish and Wildlife Service among other federal agencies. Together they operate over 1200 downlinks and more than 12 uplinks. (See: http://getn.govdl.org/what_is_getn.htm). National Guard Warrior downlinks can be found at most State Area Command (STARC) Headquarters, many ARNG Aviation Support Facilities, all ANG wings, and other state sponsored locations including some DTTP classrooms. (See: http://www.dlnets.com/arngwn.htm)

   Satellite teleconferencing is cost effective because it can reach hundreds of sites for a single fixed hourly fee (typically, about $200-250 per hour). It is flexible because it can be used with existing DTTP classrooms.   Terrestrial classrooms can receive satellite programming through a video bridge.   Ultimately, any DTTP terrestrial classroom will originate programming to Warrior satellite locations through a point-to-point VTC connection to existing Warrior satellite uplinks.

5-7. Business Operations

   a. **The core business concept of the DTTP is the idea of public-private partnerships sharing the Project's training technology on a fee for services basis.** The DTTP has launched an aggressive campaign in each of the participating 54 states and territories to build partnerships with public and private organizations that share the National Guard's vision of anywhere, anytime training. Partnerships can be formed at the national level through the National Guard Bureau, at the state or territory level with the Governor or Adjutant General's office, or at the local level, between a community entity and an individual site.

   b. Shared Use

      (1) Based on DoD Appropriations Act, FY 97, the Chief of National Guard Bureau may permit the use of equipment of the National Guard Distance Learning Project by any person or entity on a space –available, reimbursable basis. The development of shared use is integral to the future of DTTP.

(2) **The development of shared use with the community will enhance civil-military cooperation, increase local education levels, bring more citizens into the armories, showcase the National Guard to citizenry, provide a test bed for shared use of training technology, and ultimately provide economic development nationwide.**

(3) CNGB must use cooperative agreements as the legal instrument to execute the distance learning program, thus establishing an assistance relationship. (31 U.S.C. 6305)

(4) States must properly account for all program funds and income in accordance with the Cooperative Agreement and procedures established at the National level including the Interim Payment Procedure (IPP). More information can be found in section 5-4.

   c. Marketing/Outreach

(1) Marketing, though a seemingly secondary task, is critically important to the survival and maintenance of each DTTP classroom. A vital part of the Business Plan, the site Marketing Plan is a short-term plan that may vary from year to year. Though each site's marketing plan should specifically cater to the community in which the site resides, all basic marketing plans are geared toward the same goal: informing the public of DTTP presence and benefits to the community. As an essential supplement to the business plan, the marketing plan should be updated and adapted as the community continues to grow and change.

(2) For the complete Marketing template refer to Course 8, Module 3 of the Site Operations Training Manual or visit the SASS Web site at http://sass.xservices.com. The marketing Guide can be found under the Business Operations heading.

5-8. Funding

   a. NGB provides three sources of Federal funding:

(1) NGB-ARI provides a set amount for preparation (minor construction) incident to classroom equipment installation. This is normally a one-time funding event per site distributed 60 to 90 days prior to installation.

(2) NGB-DTTP provides funds and specifications for national or state-provisioned broadband circuits connecting STARC nodes to DTTP classrooms. States are responsible for ensuring circuits are in place prior to installation and compatible with GuardNet XXI.

(3) NGB-DTTP provides states with Operations Maintenance National Guard (OMNG) funds for classroom operation and maintenance. The amount of funding will vary from year to year. Funding is dependent on the number of classrooms in a state, having a valid and current DTTP Cooperative Agreement in place, and compliance with classroom utilization reporting requirements to NGB-DTTP.

b. NGB transfers this funding to USP&FOs using a Funding Authorization Document (FAD). USP&FOs will distribute the funds to the DTTP program manager at state level. These funds are for DTTP purposes only. NGB-DTTP will inform DL POCs or DL program managers by email when funding outlined in paragraphs 1-3 above, is provided to USP&FOs.

CHAPTER 6

DISTRIBUTED LEARNING COURSEWARE

6-1. Background

a. Army courseware - Courses appropriate for redesign to distance learning are selected from the Army course inventory maintained by TRADOC. These courses are listed in the Army Distance Learning Plan approved by the Chief of Staff, Army in 1996. Modifications have been made to the original list based on MOS consolidation, new requirements, and adjustments to training requirements and priorities.

b. ARNG courseware - ARNG-unique functional courseware provides instruction for equipment or processes found only in the ARNG, and not covered by Army courses. These courses are taught by ARNG training sites.

c. Shared Use courseware

(1) Military - Various government and commercial organizations produce courseware that may be effective for ARNG training requirements. Topics include: Weapons of Mass Destruction (WMD), Medical, Food Service, CounterDrug, Law Enforcement, Information Technology Training, and a wide range of soft skills such as time management and Equal Employment Opportunity.

(2) Commercial - Numerous commercial organizations produce courseware suitable for shared use with the community. Topics include subjects such as college courses, business skills, and self-improvement.

6-2. Identifying Military DL Courseware Requirements. Trainers and leaders are encouraged to identify training requirements that could be accomplished more efficiently using DL. Coordinate opportunities to improve individual or collective training using DL with NGB-ART-D.

6-3. Courseware Redesign Prioritization

a. Army courseware - In Feb 00, DA-DCSOPS and the Commanding General, TRADOC directed a change in direction of course redesign prioritization. Army Division Redesign Study (ADRS) courses are first priority; Military Training Specific Allotment (MTSA) functional courses are second priority ; followed by other recommended courses. Courses on the priority list are arranged to get the best return on investment based on ADRS/MTSA/ATRRS student requirements/ throughput.

b. **The Commanding General, TRADOC directs an annual review of functional courses to determine which courses can be delivered via DL. The master list is reviewed by MACOMs to ensure the list reflects current training priorities.** TADLP calls for 31 courses to be redesigned each year (FY 98-03). This increases to 44 courses per year (FY04 -10). Actual numbers vary with funding. Proponent schools may develop courses not prioritized by TRADOC using their own funding, but not before courses that are funded for redesign from the priority list. Deviations must be approved by TRADOC. The master list is available at http://www.tadlp.monroe.army.mil/ (Click on courseware at the top of the page, click on Courseware Redesign Master List.)

c.   For ARNG-unique training requirements, responsibility for courseware selection and development lies with the Chief of the Training Division (NGB-ART). NGB-ART, PEC, Eastern ARNG Aviation Training Site (EAATS), and WAATS reach a joint decision on what courses are developed.

6-4. Courseware Development

a. The DoD ADL initiative sets the stage for developing training materials by applying new technologies to the training process. **The ADL Initiative vision is to leverage the power of computer, information, and communication technologies by using common standards across DoD. This will provide learning anywhere, anytime that can be tailored to individual needs .**

b. **The Sharable Content Object Reference Model (SCORM) is the fundamental building block for the future digital learning environment both internal and external to the DoD.** SCORM is a collection of the leading global standards into a coherent whole. These are the technical standards that must be present within learning objects, authoring tools and LMSs to insure they meet the DoD functional requirements of reusability, interoperability, accessibility, durability, and affordability. SCORM and the principles of ADL have widespread acceptance, the support of successive Presidential administrations (Exec. Order 13111), and have been vetted by the DoD strategic plan and the implementation plan. More about SCORM and ADL can be found at the ADL Web site (www.adlnet.org). *The Army National Guard, in coordination with DoD, other services, industry, and academia will develop and use standards-based, sharable, and interoperable DL products within an open architecture environment.*

c. The TRADOC Campaign Plan 2000 (DRAFT) discusses assumptions, objectives, and challenges as well as critical success indicators.

d. There are three types of courseware: commercial, public domain, and military.

(1) Commercial courseware includes VTC, computer based training (CBT), and web-based training (WBT). As agreements are finalized, courseware will be made available at the national level. Locally owned site courseware should be sent to the Hot Center for integrity and verification testing. For more information, contact the NGB Help Desk, 1-800-821-3097. Commercial courseware pricing may be priced by the hour, by the course, by the hour with a cap, or other agreements made between DTTP and the courseware vendor.

(2) Public Domain Courseware is courseware obtained from federal agencies, nonprofit organizations, trade organizations, and academic institutions. It may include VTC, CBT, and WBT. It is generally priced differently than commercial courseware.

(3) Military Courseware configured for delivery via DL is being developed by various organizations. Sources and supporting organizations include:

(a) Proponent Schools

(b) The Army School System Training Battalions

(c) The Professional Education Center

(d) The Army Reserve Readiness Training Center

(e) NGB supported development centers (See paragraph 6-5.)

(f) Other military services

6-5. NGB Supported Courseware Development Centers

a. Military Interactive Multimedia Instruction Center (MIMIC). MIMIC is a courseware development center located at Camp Dodge, Iowa. It produces high quality interactive courseware. This includes courseware sponsored by Army proponent schools for use throughout the Army, and courseware specifically for the ARNG. MIMIC has been producing Interactive Multimedia Instruction (IMI) for more than seven years, four of which were under a Defense Advanced Research Project Agency (DARPA) project called Simulations In Training for Advanced Readiness (SIMITAR). Because of its success, DARPA transferred this program to the National Guard Bureau and into the DoD budget. Currently, MIMIC is developing MOS, reclassification, functional and NCOES courseware.

b. National Guard Professional Education Center (PEC). Located in North Little Rock, Arkansas, PEC is the national training center for Army National

Guard full-time support soldiers. PEC has ongoing initiatives in developing capabilities using Distributed Learning technologies as a means of reaching more ARNG soldiers which has led to capabilities in Web Based Training (WBT) and two-way audio and video instructional delivery. PEC is heavily involved in courseware development providing subject matter experts and base infrastructure for all courseware development. PEC's focus in courseware development surrounds ARNG-unique functional courses.

   c. Western ARNG Aviation Training Site (WAATS). A National Guard Bureau IMI development center was established at the Western ARNG Aviation Training Site in 1999. This center, located in Marana, Arizona, was established to convert resident training for legacy aircraft and low-density aviation MOSs into CD-ROM and web based interactive multimedia instruction. The development center is under the supervision of the NGB-ART, and the ARNG Distributed Learning Development Office. It is staffed by contractors and supported by WAATS.

   d. Nebraska Military Department – Project ALERT (Advanced Learning Environments Research & Technology). The Nebraska Military Department created Project ALERT in response to the needs addressed in Presidential Executive Order 13111, "Using Technology to Improve Training Opportunities for Federal Government Employees" and the DoD ADL initiative. This multi-year program provides for the redesign of resident training. This will give Soldiers & Airmen access to high-quality, standardized, web-based education and training.

   e. Vermont ARNG Information Operations Training and Development Center (IODTC). The IODTC is located in the Lafayette Regional Training Center, Camp Johnson, Colchester, Vermont. The IOTDC is responsible for the development and execution of Information Operations courseware for the Army. Currently, two of these courses are offered via distance learning and two are offered in resident instruction.

   f. Washington Army National Guard Advanced Distributive Learning (RavenWorks). RavenWorks is a team of professional educators and developers, both military and civilian, dedicated to creating advanced, distributive e-learning programs. Using Rapid Advanced Performance-based Instructional Design (RAPID), RavenWorks creates and implements the highest-quality interactive multimedia instruction. RavenWorks is located at Camp Murray Army National Guard Installation in Western Washington. It is focused is on MOS courseware development.

   g. Training and Training Technology Battle Lab (T3BL). The T3BL located at Ft. Dix, NJ produces high quality interactive leadership courseware for TADLP,

concentrating on Individual, Leader, and Collective Staff Training. The Development Center is under the supervision of NGB-ART and the ARNG DL Development Office. T3BL supports the office with subject matter experts for validating courseware products. Initial projects include the development of a Company Level Pre-Command Course and Staff Training Courses.

CHAPTER 7

DISTRIBUTED LEARNING CADRE TRAINING

7-1. Video Teletraining Instructor Training Course (VTTITC)

a. This five-day course provided by the U.S. Army Training Support Center (ATSC) is designed to support the TASS training mission. The VTTITC teaches platform instructors how to prepare and present instruction using video teletraining (VTT). The course is designed for experienced platform instructors presenting instruction over VTT. It provides a certification process that ensures instructors receive standardized training, and evaluation before they instruct over VTT.

b. The course is a 40-hour training program divided into 20 hours of instruction-led teaching and practical exercises and 20 hours of hands-on practice and lesson design and development. The end-of-course exercise requires students to present a class over the VTT. Students are evaluated on their presentation according to an evaluation checklist. The VTTITC focuses on developing specific instructor competencies. It teaches proficiency in operating main and auxiliary cameras and multimedia equipment; provides skill and knowledge to design effective VTT; identifies how VTT instructors interface with site coordinators; and provides skills to deliver quality instruction using VTT.

c. A two-weekend version of the course is offered for the ARNG and USAR on designated weekends. This version appears as VTTITC (ARNG/AR) on the training schedule.

d.   Course prerequisites**:**

(1) Must be a graduate of a TRADOC approved Instructor Training Course

(2) Military students must meet height and weight standards IAW AR 600-9, and must have passed most recent APFT.

(3) Must be familiar with Microsoft PowerPoint software

e. Additional information for the VTTITC is available at ATSC, DSN 927-3142 or Com (757) 878-3142.

7-2. Distributed Learning Equipment Orientation Course (DLEOC). NGB-ART-D has developed this short Orientation Course to introduce instructors and unit level operators to the DL Equipment and functions. The course is a prerequisite for the Distributed Learning Instructor Training Course. It is

delivered via web based training on the ADL Training site at
www.click2learn.com/adl (Click on National Guard under browse catalog.). The
course takes about 90 minutes to complete. Additional information is available at
(801) 756-4844.

7-3. Distributed Learning Instructor Training Course (DLITC)

   a. The DLITC is designed for ARNG instructor qualified soldiers to become DL
certified and fulfills the TRADOC VTT Instructor Certification requirement. The
forty-hour course is taught at the PEC in Little Rock, AR, or, it can be taught by
PEC instructors at various locations. Portions of the course will be delivered via
DL in the future. The course covers all modalities of NG DL Classrooms
including, VTT, ITV, Audio Graphics, Audio TeleTraining, Computer Based
Training (CBT) and Web Based Training (WBT).

   b. Prerequisites for the DL ITC are:

      (1) ITC or equivalent qualified

      (2) Completed (and passed) the DLEOC

      (3) Proficient with preparing presentation graphics using Micro Soft Power
Point.

 (Note: if the student needs training on PowerPoint, NGB offers CBT at
http://cbt.ngb.army.mil without cost. For more information contact PEC at 1 800
ARNGPEC (1-800-276-4732).

7-4. Site Administrator New Equipment Training

   a. New Equipment Training for Site Administrators consists of resident training
and distributed learning (DL). Resident portions are covered during the
integrated fielding process, and DL portions are delivered over the Internet.

   b. The 18-hour resident portion focuses on how to operate DL classroom
equipment using discussion, demonstration and practical application. The 10-
hour DL portion of the course focuses on standard operating procedures,
business operations, and preparation for and best practices during DL events. It
consists of online courses and assessments. During the DL portion, students will
use the online learning resources to analyze and solve scenario-based problems.
Students will work both independently and with team members to investigate
topics and recommend solutions.

c. A vital part of this course is the online discussions. Students contribute and exchange ideas, perspectives and opinions. The discussions also allow the instructor to gage the student's level of understanding

d. The DTTP will certify site administrators upon completion of both parts of the training. Points of contact and phone numbers are available at the DTTP website http://www.dttp.ngb.army.mil/

CHAPTER 8

SUPPORTING SERVICES

8-1. Army Training Requirements and Resources System (ATRRS)

a. ATRRS is the Army training management system. ATRRS DL Online, http://www.atrrs.army.mil/default.asp, provides information for managing DL courses. This website opens a direct avenue of communication between the school system and the chain of command concerning a soldier's status while enrolled in a DL course. ATRRS DL provides a method for enrolling soldiers in the correct training with minimal disruption to the unit. The website is designed as a stand-alone, user-friendly tool for authorized users. It can provide real-time data for all training managed by this system.

b. In a memorandum for all MACOM Commanders dated 25 March 1999, the Office of the Assistant Secretary of the Army for Manpower and Reserve Affairs established ATRRS as the system of record for DL training management. The memorandum states *"ATRRS will serve as the single database of record for DL training program identification, resourcing, course management, class schedule, student registration, progress toward completion and graduation, and statistical information for the Army...development of parallel or redundant systems is not authorized."* The memorandum is at https://www.atrrs.army.mil/channels/dlnews (See Index, Archived Articles.)

c. Self-Development System Soldier Access

(1) All members of the DoD community can access ATRRS and register for training using the Self-Development System. Within the DL program, courses may be designated for self-development. This means individuals may register themselves for those courses. The Self-Development System provides a searchable catalog of all self-development courses. With a few mouse clicks, students can easily find the course they want and complete the registration form. Confirmation of the registration is immediately sent via email to the student and the student's supervisor. For web-based courses, the confirmation will contain a direct link to the courseware provider.

(2) Soldiers and Army civilians are authorized to receive training within the Army Training System and have access to the ATRRS Homepage for searching the Course Catalog Library and applying for Self-Development Training. These two functions are designed to be user friendly and functional. This is a stand-alone section that may be reproduced for general use by the student (soldiers and civilians) who have an authorized affiliation with the Army. Unauthorized users will not be allowed to apply for Self-Development Courses.

(3) An ATRRS LOGONID and password are not required to access the self-development system. Authorized ATRRS users, with a valid LOGONID and password must use the ATRRS Course Catalog (Live Data) in the ATRRS Channels Directory for the most current course and class information.

(4) Soldiers and civilians who desire to schedule training should first go to the Course Catalog on the ATRRS Homepage and do a search as described. Once the course is located and course information is obtained, applications for Self-Development Training may be submitted on-line as described in the applicable sections. For training not classified as Self Development, soldiers and civilians must contact their training NCO, quota manager or training manager for further procedural guidance.

d. ATTRS will eventually provide automated scheduling processes for DTF and DTTP classrooms. When automated scheduling processes are in place, coordination and scheduling for delivery of DL training between originating and receiving locations will be accomplished through ATRRS as part of the normal quota allocation process. The DTTP is working with the Army Training Support Center to allow the IIS to use the Army's interface into ATRRS. Until automated scheduling processes are in place, use the manual process outlined in paragraph 11-2. f.

8-2. Learning Management System (LMS)

a. A learning management system essentially helps manage an organization's learning activities and competencies. It focuses on competencies, learning activities, and the logistics for delivering learning activities. An LMS does not focus on creation, reusability, management, or improvement of content itself. The activities managed by the LMS could vary from instructor-led classroom training to educational seminars to Web-based online training. From and end-user point of view, an LMS provides an effective way to keep track of individuals and competencies, and provides a means of easily locating and registering for relevant activities to further improve the learner's skill levels. An LMS makes it easy to enter, track, manage, and report on learning activities and competencies in an organization.

b. The Army Distance Learning Program, as part of its Block 3 acquisition, will provide a learning management system for use by both the active and reserve components. The TADLP-provided LMS will integrate with ATRRS and the RDL to provide scheduling, courseware delivery, student progress monitoring, automated testing and grading, collaboration, and other capabilities. The TADLP-provided LMS is expected to become operational in the March 2003 time frame.

Until the TADLP-provided LMS is available, the ARNG will use the interim LMS being provided and supported by the Army Training Support Center.

8-3. Integrated Information System (IIS). The purpose of the IIS is to provide scheduling, metering, and courseware delivery for distributed learning to any authorized user, anywhere a DTTP classroom is located, and at any time, the facility is open. This includes:

a. Web-based interfacing to all networked classrooms

b. Services and courseware delivery to the desktop

c. Metering and tracking of DTTP services

d. Maintenance of a centralized courseware repository

e. Maintenance of user account registries

f. Integration of scheduling of local and network resources

8-4. Army Knowledge Management (AKM). Army Knowledge Management is The Army strategy to transform itself into a network-centric, knowledge-based force. This effort is an integral part of Army Transformation. The Army Knowledge Management Strategic Plan is available at https://www.us.army.mil/portal/portal_home.jhtml.

8-5. Army Knowledge Online (AKO). Army Knowledge Online is the Army enterprise-wide portal for accessing information, conducting operations and managing business. By October 1, 2001 every soldier -- A C, ARNG, and USAR, along with DA civilians, will be able to establish an AKO account. This will provide military and civilian personnel learning opportunities, career building tools and mentoring relationships to improve their value to the Army and the nation. Since ATRRS and LMS will be integrated into the AKO portal, web-based training activities and training records will be accessible through AKO. Soldiers can establish an AKO account by visiting the AKO website at https://www.us.army.mil/portal/portal_home.jhtml.

CHAPTER 9

SUPPORTING ORGANIZATIONS

9-1. National Guard Bureau Distributed Learning Integrated Project Team

   a. The NGB DL-IPT was formed to foster collaboration between the Army and Air National Guard and to eliminate redundancy in courseware development and training delivery. It will promote joint Army Guard/Air Guard solutions whenever possible and encourage the States, Territories, and the District of Columbia to do the same. The IPT will analyze DL requirements to ensure the most practical and effective use of training methodologies, delivery systems, and funds for both military and civilian DL customers of the National Guard.

   b. The IPT will support the TAGs in the accomplishment of their State and Federal missions. The IPT will also ensure compliance with DoD technical architectures, Joint Technical Architectures, and courseware standards. The team conducts monthly meetings chaired by the NGB CIO. Members include representatives from ARNG-CIO, ANG-CIO, DTT PM, NGB-ART, NGB-AIS, NGB-HR, ANG/SC and ANG/DPD Directorates.   Issues can be submitted to the NGB DL-IPT through NGB-ART-D or the DTT PM.

9-2. Plans, Operations, Readiness and Training Advisory Council (PORTAC)

   a. The PORTAC provides a forum for identifying and addressing Army National Guard plans, operations, readiness and training issues among the states and with NGB. The PORTAC and its sub-committees provide advice and assistance to the Director of the Army National Guard directly and through their affiliated NGB, Army Directorate staff elements.

   b. ARNG Distributed Learning Advisory Committee (DLAC).

      (1) The DLAC is a PORTAC committee with the purpose of advising and making recommendations to the National PORTAC and the ARNG Training Division Chief (NGB-ART) on all matters pertaining to distributed learning. This sub-committee recommends studies and surveys, DL training and functional requirements.

      (2) The DLAC is also responsible for drafting new directives and resolving national issues that affect the efficient and effective use of DL as a means of meeting readiness requirements. The National DLAC shall provide oversight of the Regional Committees and coordinate any DL issues and recommendations of

the sub councils/committees established in NGBM 415-16. For more information on the DLAC, refer to NGBM 415-16, Appendix H.

9-3. Distributive Training Technology Project Requirements Control Board (DTTP RCB). The mission of the DTTP RCB is to provide a single source for coordination, final prioritization, and approval of DTTP functional and technical requirements in support of the NG Advanced Distributed Learning Strategic Plan. Meetings will occur as required but not less than quarterly. Membership consists of Program Executive Office Information Systems representative (chair); ARNG & ANG CIOs; ARNG & ANG Training Division Chiefs; Chief, NGB-AIS & Chief, ANG/C4; PORTAC; ETAC; Information Management Council (IMC); ANG Communications Council; USP&FO; PEC; ANG Training and Education Center (TEC); DTT PM; External Customer representative; and Executive Secretary (PEO staff member). Issues can be submitted to the RCB through NGB-ART or the DTT PM.

9-4. Distributed Learning Development Management Office (DL DMO)
Chief, NGB-ART established a DL DMO to provide Technical Assistance and Program Management Support. The mission of the DL DMO is to support development of DL products, implement, and facilitate ARNG DL strategies, policies, analyses and evaluations as required. The Program Manager, ARNG DL DMO, reports directly to Chief, NGB-ART and works concurrently with the Distributed Learning Branch Chief. The DL DMO provides unbiased program management, technical direction and administration.

9-5. Network Operations Center (NOC). The NOC is located at the ARNG Readiness Center (ARNGRC), and provides a variety of critical services. The NOC monitors and operates the routers, switches, hubs, and UPS systems that comprise the NGB & DTTP data and video network. In addition, the NOC manages and allocates IP addresses and domain names, records and resolves network problems and provides connectivity for NGB offices, and DTTP to NGB computing systems. Please direct network problems to the NGB Help Desk, 1-800-821-3097.

9-6. Video Operations Center (VOC). The VOC operates and maintains direct video and audio conferencing support to the National Guard Bureau (ARNGRC and Jefferson Plaza (JP1)), and the 54 states, territories, and the District of Columbia. It provides technical support and recommendation of VTC solutions to GuardNet XXI users. The VOC has the capability to download both C/KU analog and WarriorNet digital satellite programming feeds and to further distribute these programs via the VTC network to DTTP classrooms lacking satellite downlink capability. Please direct video problems to the NGB Help Desk, 1-800-821-3097.

9-7. Distributive Training Technology Project Regional Managers. The DTTP Regional Managers serve as liaisons between DL POCs and Site Administrators. They also coordinate a variety of resources, which can help make the sites successful. Regional Managers also serve as liaisons to states for the State Operations Support (SOS) Working Group to obtain and analyze data regarding classroom usage, success factors, and success stories, as well as disseminating current project information. Contact information for regional managers is available at the SASS website.

DTTP REGIONS					
North East	South East	S. Central	N. Central	West	East
CT	FL	LA	MI	AK	MD
DE	GA	NM	IN	CA	DC
VT	KY	OK	IL	HI	VA
ME	NC	TX	WI	ID	
MA	SC	CO	MN	MT	
NH	TN	UT	IA	NV	
NJ	MS	AZ	MO	OR	
NY	AL	KS	SD	WA	
PA	WV	NE	ND	GU	
RI	PR	WY	OH		
	VI		AR		

Fig. 9-1

9-8. State Advisory Board

a. Each state should establish a State Advisory Board when commercial non-federal use is anticipated. The State Advisory Board is chartered to provide assistance to the USPFO concerning shared use matters at distance learning sites.

b. The Board's charter should provide a framework to encourage investment in the development of the State's distance learning shared use program. Major objectives should include identification of resources required and scope of future site development; implementation of a State strategy; and coordination of any desired changes to State statutory or regulatory laws, which have an impact on the program. The State Advisory Board should plan, develop, and implement the State program in accordance with the DLIP. The program will promote and generate shared usage in the State and local communities.

c. The Board should consist of representatives from organizations approved by the State such as the Office of the Governor, State Board of Education, TAG,

legislature, academia, Chambers of Commerce, private industry, local school boards, and libraries

    d. All costs incurred in the operations and establishment of the State Advisory Board are the responsibility of the State.

CHAPTER 10

SUPPORTING ACTIVITIES

10-1. Semi-Annual Distributed Learning Workshop. The DL Workshop is held twice a year for leaders, trainers, managers and other DL workers. The first goal of the workshop is to update attendees with the latest ARNG DL information. The second goal is to identify issues impeding the further implementation of DL. The status of issues identified during the previous workshop is provided. An orientation is offered at the beginning of the workshop for those people newly assigned to DL duties. At the end of the three-day workshop, a briefing is given to the ARNG senior leadership. The workshop is hosted at a location where attendees can visit an organization implementing DL.

10-2. Monthly Distributed Learning Virtual Conference. Every month the Distributed Learning Branch (NGB-ART-D) hosts a facilitator-led virtual conference providing the latest information in DL. This conference features guest speakers, h an update on classroom issues, and a period dedicated to answering questions from the field. The monthly conference link is available at http://www.arng.army.mil/about_us/training/dl-event.asp http://www.arng.army.mil/about_us/training/dl-event.asp This site contains the agenda, scheduled speakers, and presentation slides.

10-3. Distributive Training Technology Project Virtual Meeting. These virtual meetings allow DTTP Regional Managers to address questions presented by State-Level Planners or Classroom Administrators. Issues that Regional Managers are not able to resolve are referred to state headquarters or NGB for resolution. Information about the times and dates of the DTTP virtual meetings is available at the SASS website http://sass.xservices.com/.

     a. Monthly Virtual Workshop. The DTTP Regional Managers host a Monthly Virtual Workshop the first week of the month for all state level DL staff and key decision makers. These workshops provide an opportunity to share experiences and to discuss strategic, state, and program issues; and any other issues such as funding, and equipment replacement.

     b. Monthly Virtual Seminar. The DTTP Regional Managers host a Monthly Virtual Seminar the third week of the month for all site administrators and staff. These seminars provide an opportunity to share experiences and to discuss issues related to classroom operation such as enhancing training and a variety of how-to issues.

CHAPTER 11

CONDUCT OF DISTRIBUTED LEARNING

11-1. Course Priority at Distributed Learning Facilities. HQDA Message, subject: Implementation of the Army Distance Learning Program provides the guidance in this chapter which appears in bold type. (See page 1 for website.)

　　a. **First Priority is to HQDA directed/quota managed training. Within components, the priority is:**

　　　　(1) **Reserve Components**

　　　　　　(a) **Military Occupational Skill (MOS) reclassification courses**

　　　　　　(b) **NCO Education System (NCOES)/Officer Education System (OES)/Warrant Officer Education System (WOES) courses**

　　　　(2) **Active Component**

　　　　　　(a) **NCOES/OES/WOES courses**

　　　　　　(b) **MOS reclassification courses**

　　b. **Second priority is to Additional Skill Identifier (ASI)/Skill Qualification Identifier (SQI) courses (all components) and DoD civilian training.**

　　c. **Third priority is functional training courses (all components).**

　　d. **Fourth priority is to self-development courses (all components).**

　　e. **Fifth priority is to training courses provided to civilian communities, in ARNG facilities, under the National Guard Bureau concept of shared use.**

11-2. Scheduling

　　a. DA directed/quota managed training courses are shown in ATRRS. This includes a growing number of DL courses. Soldiers should use their chain of command for scheduling MOSQ and functional courses. ATRRS accounts for time zone differences and provides class times in local time.

b. ***When training and education are required, and the training is available via DL at home station, the soldier will be scheduled for training at home station. The home station includes the geographical area within a 50-mile radius of the soldier's unit of assignment. (Note: The 50-mile radius was determined based on the premise of a one-hour driving commute.) Exceptions to home station training will be considered on a case-by-case basis if the requirement cannot be satisfied at home station. Examples of possible exceptions include nonavailability of DL training at homestation, or mandated (DA Directed) training to satisfy a time critical requirement for reassignment or promotion.***

c. ***Major Army Commands (MACOM) will determine the most efficient scheduling, given the availability of Temporary Duty (TDY) and travel funds and available training seats, especially in cases where there is minimum capacity for a given class/location combination.* NOTE: For the purpose of this paragraph MACOM refers to NGB.**

d. ***DL courses may contain multiple phases. Soldiers may be scheduled for phases at different locations, provided cost of this option does not exceed the cost of sending the soldier to the proponent school for the full resident course.***

e. ***For courses/phases that are delivered in both resident and DL modes, course quota managers will schedule soldiers for the one delivered in DL first. Scheduling soldiers for resident courses is authorized when the DL version does not meet mandated timelines for DA directed follow-on assignment, promotion, Army readiness, or critical unit mission requirements.***

f. ATTRS will provide automated scheduling processes for DTF and DTTP classrooms as part of the normal quota allocation process (expected second quarter, FY 02). Until the automated scheduling processes are in place, the following manual process will be used:

(1) The quota source manager of the school with the training mission will contact the state DL POC for each state participating in the course and request the following: (Sample memoranda are shown in Appendix 3.)

      (a) Number of seats required at each location

      (b) Dates of instruction

      (c) Required hours of operation

(d) Technical or training equipment requirements

(e) Personnel support requirements

(f) Contingency locations

(2) Participating state DL POCs should respond within five working days to confirm the classroom reservation request per (1) (a.) through (f.) above.

(3) The quota source manager of the school with the training mission will enter the approved DL classroom list for that class.

11-3. Equivalent Credit for Distributed Learning

a. *Individuals from all components will receive academic credit for attendance at TASS Battalion schools providing the following conditions are met:*

(1) *The institution is accredited by the course proponent.*

(2) *The program of instruction (POI) has been reconfigured into the Army Training System Courseware (TATS-C).*

(3) *The conditions listed in the student evaluation criteria are met.*

(4) *For current and budget year (FY 01 and 02), the additional load can be trained within current resources (e.g., manpower, facilities, instructional, billeting, messing, equipment, supplies, and training support.)*

NOTE: See paragraph 5. D. (1) of DA DCSOPS message, Subject: Implementation of the Army Distance Learning Program and DA DCSOPS message, Subject: Active Component (AC) And Active Guard Reserve (AGR) Attendance At The Army School System (TASS) Battalion Institutional Training Courses. (See page 5 for links to these messages.)

b. *Documentation in soldier's military personnel records will not differentiate between instruction modes. Successful completion of DL courses will carry the same credit as resident schoolhouse training. Promotion and evaluation boards will not discriminate against soldiers who complete their required professional military training though DL means. Diploma, certificates, or DA Form 1059 will not reflect "nonresident", "DL", "Reserve Component", or other similar remarks.*

CHAPTER 12

USING DISTRIBUTED LEARNING FACILITIES TO SUPPORT NATIONAL AND STATE OPERATIONS

12-1. National and State Operations. More than 400 DTTP classrooms will be dispersed across the states and territories. The information and communication technologies available in these classrooms can be used to enhance support to national and state missions such as homeland security; command, control, communications, and computers; and shared use. This section details uses of DL facilities that can contribute to the success of national and state operations. (Also see Appendix 2, Success Stories, National and State Operations.)

12-2. Homeland Security and other National Missions

a. Homeland Security and support to national and state missions in response incidents involving Weapons of Mass Destruction (WMD) are expanding missions for the National Guard.   DTTP classrooms across the country are used in support of WMD training. Classrooms are used as receive sites for monthly broadcasts of training and information. These broadcasts can be provided to first responders under the concept of shared use. The classrooms can also be used as crisis action centers in response to critical incidents.

b. Other National Missions - DTTP Classrooms throughout the states and territories are engaged in a number of national DL activities supporting a wide range of needs. The use of the classrooms for Information Assurance (IA) and Information Operations (IO) training activities illustrates this point. Additionally, in certain states, the classrooms are used in support of youth programs such as Starbase and the Youth Challenge programs. Classrooms can be used in support of Counterdrug activities, State Partnership programs, family support programs, and numerous other national missions. States should ensure that any requirement for reimbursement is considered. Should a DL manager or point of contact need clarification on whether any support or use of the DTTP facilities requires reimbursement, he or she should contact their local USP&FO.

12-3. Emergency Operations and Command, Control, Communications and Computer (C4) Usage. The information and communication technologies available in DTT classrooms may also be used in support of state emergency management. When directed by the Governor, or The Adjutant General, such use takes precedence over normal classroom usage. Classrooms have been used as communications centers during natural disasters. West Virginia used a DTTP classroom as a command center during severe flooding in the state. Similarly, North Carolina has mobilized the classroom during emergencies including hurricanes and major flooding for crisis management, disaster reporting

and emergency communications. Using the technology in this manner assists in mission accomplishment and aids the communities in which our soldiers live. For clarification on whether support or use of the DTTP facilities requires reimbursement, contact your local USP&FO.

12-4. Shared Use. As explained in Paragraph 1-3, the concept of shared use of DTTP facilities and resources is one encouraged by Congress in its initial mandate to implement a nationwide distributed learning network. Shared use can occur at all levels from national, to state and down to the local community. States should consider opportunities to open their classrooms for federal training requirements within their respective states. For example, the Department of Labor and numerous other federal agencies have federal employees working within the state. These agencies have significant training requirements not only for their own federal employees, but also those state employees who may be executing and implementing federal programs at the state and local level. Partnerships between agencies are encouraged to share resources and obtain full benefit of the technologies available.

CHAPTER 13

COLLABORATION

13-1. Other Distributed Learning (Training) Sources. One of the greatest advantages of DL is the opportunity to participate in courses developed by other services, government agencies, or civilian organizations that satisfy ARNG training requirements. These sources should be exploited to avoid developing similar courses, or to avoid travel when the only other option is resident training. Issues that need to be addressed are covered in the paragraphs below.

13-2. Administrative Requirements. To receive credit for course completion from the agency providing the training, instructors and students must adhere to the administrative requirements identified in the course management plan. Training provided by non-traditional sources to satisfy ARNG training requirements must be coordinated with NGB-ART. To submit training for consideration, send a letter of request to NGB-ART through the state DL POC. Whenever training is approved by NGB, notification to field units will occur through normal communication and regulatory channels.

13-3. Locating Training

   a. The list of web sites in Appendix 1 provides sources for training but does not constitute authority to use the training in place of ARNG or Army requirements. If there are questions about the certification of a specific course, contact NGB-ART through the state DL POC.

   b. The Army Training Support Center (http://www.atsc.army.mil) has developed a single source site for storing contact information about available Army training called the Online Card Catalog. It will provide pertinent information about the Army Education/Training products with hyperlinks for downloading or instructions of where to go for assistance in ordering. By entering the Reimer Digital Library (http://www.adtdl.army.mil/atdls.htm) and selecting either Search or Schools and following the instructions a soldier can find the available education/training products.

   c. The DTTP-IIS provides a list of courses accessible at IIS equipped DTTP Classrooms. Users can search or browse available content that can be scheduled and then accessed from DTTP Classroom Workstations at the scheduled date and time. This content may reside on the Local Classroom Repository Server or is content accessible on a web-based Content Repository external to the classroom.

13-4. Confirming Interoperability. Courses provided by other services or government agencies may require additional equipment or capabilities. Before registering for a course, the student (or supervisor) must confirm the ability to accomplish the training. If there are questions, contact the site administrator, state DL POC, and if necessary, the ARNG DL helpdesk.

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APPENDIX 1

WEBSITES

a. Army Knowledge Online
http://www.us.army.mil

b. Army Training Requirements & Resources System, Course Catalog
http://www.atrrs.army.mil

c. Army Training Support Center
http://www.atsc.army.mil

d. ARNG Warrior Satellite Network
http://www.arng.ngb.army.mil/tng/warrior

e. Distributed Learning Branch, Army Training Division, National Guard Bureau
http://www.arng.army.mil/about_us/training/dl/

f. Distributive Training Technology Project, National Guard Bureau
http://www.dttp.ngb.army.mil/

g. DoD Advanced Distributed Learning Initiative
http://www.adlnet.org

h. Government Education and Training Network
http://getn.govdl.org/

i. Leader Development Center
http://www-ldc.army.mil

j. Military Interactive Multimedia Instruction Center
http://www.mimic.org

k. National Guard Professional Education Center
http://170.94.24.37/

l. Reimer Digital Library
http://www.adtdl.army.mil/atdls.htm

m. Site Administrator Support System
http://sass.xservices.com/

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APPENDIX 1

WEBSITES

n. The Army Distance Learning Program
http://www.tadlp.monroe.army.mil./

o. U.S. Army CBT Web Central
www.armycbt.army.mil

p. U.S. Army Training and Doctrine Command
http://www-tradoc.army.mil/

q. U.S. Army Training and Doctrine Command, Deputy Chief of Staff for Education
http://www.tass.monroe.army.mil

r. U.S. Army Training and Doctrine Command, Deputy Chief of Staff for Training
http://www-dcst.monroe.army.mil/

APPENDIX 2

SUCCESS STORIES

This appendix provides a sample of success stories about training or support accomplished using DL. Each story reflects training or support that otherwise might not have been accomplished without DL. In several cases, soldiers remained in the ARNG because they were able to receive training via DL. In one case, an entire unit was saved from de-certification because unit trainers worked with the proponent school to conduct training via DL. Also described are support to national and state operations, morale/welfare support to deployed soldiers and their families, and shared use with organizations in the local community.

These stories represent ARNG DL experience. Many obstacles were overcome, important lessons learned, and valuable knowledge gained from these experiences. **Leaders and trainers with limited experience in DL are encouraged to contact the organizations involved to learn how successful training can be accomplished using DL.**

DMOSQ

- Soldiers in California, Iowa, Kansas, Nebraska, Ohio, and Texas completed the 67T (Transition) UH-60 Helicopter Repairer course via DL. This course was initially provided by the Aviation Logistics school and later by the Eastern ARNG Aviation Training Site. Several soldiers said they remained in the ARNG because they were able to complete this course locally without having to travel to Ft. Eustis and attend a six-week resident course.

- The California Army National Guard conducted three Military Intelligence MOSQ producing courses via DL. With the support and cooperation of the 5th Bn (TASS) 104th MI of the 91st Division (IT), California took the lead in developing and proposing to Ft. Huachuca a Distance Learning Program of Instruction (POI) for each course. Those courses are 97L-Interpreter, 97B- Counter Intelligence Agent and 97E-Interrogator. Twenty-eight California Army National Guard soldiers participated in all three courses.

- The Utah National Guard successfully broadcast 97L MOSQ training to units in California, Washington, Arizona, Louisiana and Utah.

- Camp Rilea Oregon and PEC participated in the 79T Recruiter MOSQ course. Approximately 80 soldiers received the training.

- Soldiers in South Dakota, Alabama, Florida, North Carolina, Pennsylvania, and South Carolina, completed the 13P Multiple Launch Rocket System MOSQ transition course via DL. This training was part of MLRS New Equipment Training.

- The SC National Guard conducted a three-way VTC on Field Artillery training with sites in Florida and North Carolina. The students in three states graduated from the 13P training having received it via DL.

Professional Development

- More than 300 students have completed the Distributed Learning Equipment Orientation Course

- More than 300 students have completed the Distributed Learning Instructor Training Course

- The Kansas ARNG has completed Distributed Learning Instructor Training for 75% of their Regional Training Institute Instructors.

- Aberdeen Proving Ground delivered HAZMAT re-certification course to Ft. Richardson, Alaska: Egypt/Sinai; Vielseck, Germany; and Bosnia/Eagle base.

- The California ARNG conducted the Automated Training Ammunition Management System (ATAMS) training in the Sacramento and Los Alamitos classrooms with 67 soldiers: approximately $10,200 was saved as a result. The state was able to train all state ammunition managers in four classes, 2 days each or eight days. Before the training, there were no trained ammunition managers in the California ARNG. In less than two weeks, the training produced 67 trained ammunition managers. Ammunition management went from critical to stabilized in a matter of a month.

- The Draper, Utah High Tech Learning Center (HTLC) hosts the NGB Fiscal Accounting Training course. The two-week course involves students from all 54 states and territories.

- National Guard soldiers from California, Michigan, Oregon, Pennsylvania, Texas and the Training and Training Technology Battle Lab (T3BL) at Fort Dix participated in the Armor Captain's Career Course from Ft., Knox. Training consists of an initial VTC and web based training for 5 months.

- North Carolina is using the Raleigh DTTP classroom for State Payroll Training classes. These classes will help state personnel deal with pay and benefits issues for NC Guard deployed soldiers.

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- The North Dakota ARNG used their DTTP classrooms to train 212 individuals. Training included: AutoCAD training, Standard Army Training System, Computer Emergency Response Team Training, Officer Candidate School quarterly meetings, and Unit Clerk course.

- The North Carolina ARNG conducted a Company Commanders/First Sergeants Readiness course using five DTTP sites in North Carolina and sites in Illinois.

- The classroom in Davidson County Community College in Lexington, North Carolina was used for TROUPERS training with 18 ARNG participants.

- The Alabama ARNG received the Unit Clerk Course for 25 full time administrative NCOs from the National Guard Professional Education Center. Since AL normally gets only a couple of seats in the resident course, the DL course maximized student enrollment.

National and State Operations

- In support of the World Trade Center disaster recovery, three DTTP classrooms at the ADL Co-laboratory were re-configured into an OSD/NGB C-3 site. A "Hot Loop" was set up over GuardNet between NY, NJ, and CT STARCs and the ARNG Readiness Center in Arlington, VA. Communications over the Hot Loop during the 14-day mission covered a wide range of issues, from troop movement and accountability to logistical support and public affairs operations.

- As many as 28 separate sites nationwide have been used simultaneously in a demonstration of training for National Guard Civil Support Teams.

- The Maryland National Guard is using distance learning to teach English as a Second Language to State Partnership program partners in Estonia.

- The Washington ARNG facilitated "Operation Wildfire", a virtual meeting to revise the MOU with the US Forest Service in preparation for the upcoming fire season. Several EM agencies were present along with ARNG and ANG representatives from twelve western states.

- The Georgia ARNG conducted a two-week Drug Intelligence Analysis course for the members of the Department of Treasury, FBI, NDIC, Georgia BOI, and ARNG.

- A South Carolina DTTP classroom with 12 workstations was used as a Crisis Management Center for over 50 consecutive days during Hurricanes Floyd and Dennis.

- A North Carolina DTTP classroom was used as a Crisis Management Center during the flood emergency following Hurricane Floyd.

- West Virginia ARNG DTTP classrooms served as Federal Emergency Management Agency (FEMA) operation centers when dangerous floods swept through the state.

- The North Dakota ARNG used their DTTP classrooms to support the, State Signal Conference, Task Force meetings in preparation of mobilization to Kosovo, Pre-Annual Training Conferences, Antiballistic Missile Defense coordination briefs, and family support meetings.

Deployed Soldier Morale and Welfare Support

- The Texas ARNG conducted more than 40 sessions of video teleconferencing to allow members of the 49th Armored Division to visit with friends and family in Texas while the soldiers were deployed on a peacekeeping mission to Bosnia.

- On two separate occasions families traveled to the Salem, Oregon STARC to participate in VTCs with their loved ones - soldiers deployed with the 1042 Air Ambulance Company in Bosnia.

- Washington ARNG soldiers and their family members participated in a VTC between Camp Murray and Macedonia.

Shared Use

- The Board of Regents in Louisiana approved the first undergraduate degree to be delivered completely via DL. Courses will be taught exclusively through ARNG Guard classrooms.

- The North Carolina ARNG classroom located in the Davidson County Community College is being used for five sessions of computer training every day during the school year.

- Bowie State University in Maryland offers a BS in Management via DL. Maryland ARNG members can take classes at a greatly reduced rate.

- The New Jersey ARNG has installed a DTTP classroom in the Human Resource Development Institute, a state agency responsible for training all state employees. Presently Farleigh-Dickinson University is offering Undergraduate and Graduate level courses using the DTTP classroom.

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APPENDIX 3

SAMPLE CLASSROOM RESERVATION REQUEST MEMORANDUM

S: 15 OCTOBER 2001

WHAMM0-RTIS3   4 OCTOBER 2001

MEMORANDUM FOR: DCSOPS, MN ARNG (ATTN: CPT Yess, DL POC)

SUBJECT: Request for DL Classroom Reservations

1. We will be conducting the 13F10 MOS reclassification course, TATS Phase 2 – DL, during TY2002. During the school TRAP process, it was determined that there is a substantial requirement for this course in at least two areas of your state where Distributed Learning classrooms might be available.

2. The RTI requests reservations for your classrooms at Foenhome and Skoutzowt as listed below.

   a. Request access to 10 classroom seats at Foenhome and eight classroom seats at Skoutzowt each month.

   b. The dates required for both facilities are: 12-14 January 2002, 9-11 February 2002, 9-11 March 2002, and 13-16 April 2002.

   c. The assistant instructor from our unit will need access to the classroom from 1500 hours on the Friday of each training assembly until 1400 hours on Sunday.

   d. The standard VTC equipment as well as student Internet access will be required during each training assembly. No additional equipment requirements beyond the standard configuration are required. We will coordinate with the ARNG Video Operations Center directly to schedule VTC sessions on these weekends.

   e. We will coordinate acquisition and transport of 13F-related communication and support equipment (FED, PLGR, G/VLLD, etc) for each training period. We need the ability to secure this equipment in the facility at the end of each duty day.

   f.   We will not require any additional personnel support during the training weekends.

   g.   If either of the locations is unavailable during these dates, please suggest alternate facilities that can support the mission in your state.

3. Please respond to this request by 15 October 2001, to allow time to make alternate arrangements if necessary.

4. Please provide contact information for those you would like us to coordinate with directly at these sites.

5. POC for this issue is MSG Rock N. Roel, (888) 444-8333, DSN 444-8333, rock.roel@us.ngb.army.mil .

FOR THE COMMANDER, 1234 REGIMENT:

SERI S. TRAINOR
MAJ, FA
S3

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SAMPLE CLASSROOM RESERVATION CONFIRMATION MEMORANDUM

WWUSA-OPS-DL   9 OCTOBER 2001

MEMORANDUM FOR

COMMANDER, 1234 REGIMENT (RTI)
COMMANDER, CO C, 987 SIG BN
COMMANDER, HHT, 1-876 CAV SQDN

SUBJECT: Confirmation of DL Classroom Reservation

1. I have reviewed the reservation request for use of our state's DTTP DL Classrooms for conduct of the 88M10 reclassification course, Phase 1 (DL). Not all of the reservation, as requested, can be accommodated.

2. The C, 987 SIG classroom at Foenhome is available for all requested dates and has been reserved for use by the 1234 RTI.

    a. The reserved dates are: 12-14 January 2002, 9-11 February 2002, 9-11 March 2002, and 13-16 April 2002.

    b. The POC for the classroom is SSG Jass at (999) 555-4141. He will be available on the Friday of each of these times to sign out the classroom and provide any coordinating instructions. Alternate POC is SGT Headley at (999) 555-4142.

    c. The classroom is a standard MMS-12. Any special equipment requirements beyond the standard configuration should be coordinated with the POC by 15 December 2001.

3. The HHT, 1-876 CAV classroom at Skoutzowt is only available during the months of January and April and has been reserved for 1234 RTI for those two months.

    a. The reserved dates are 12-14 January 2002 and 13-16 April 2002.

    b. The POC for the classroom is SSG Jones at (999) 555-4441. He will be available on the Friday of each of these times to sign out the classroom and provide any coordinating instructions. Alternate POC is SFC Midlin at (999) 555-4404.

    c. The classroom is a standard MMS-18. Any special equipment requirements beyond the standard configuration should be coordinated with the POC by 10 November 2001. POC requests that any cancellation be requested by 1 November 2001, as this is a heavily used classroom.

4. As an alternative to the Skoutzowt classroom, the Tankerville classroom, approximately 45 miles away, could be reserved either for the February/March dates or for all four months. The POC for this MMS-12 classroom is SGT Wilson (999) 555-4321. Please contact him directly to coordinate use of his facility.

5. I am the POC for this issue, (999) 555-8433, DSN 333-8433, Eugene.Yess@usa.ngb.army.mil .

                      EUGENE YESS
                      MAJ, EN
                      DL Manager, Operations and Training

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APPENDIX 4

ACRONYMS

ACRONYM	DEFINITION
AAE	Army Acquisition Executive
AEA	Army Enterprise Architecture
AC	Active Component
ADL	Advanced Distributed Learning
ADRS	Army Division Redesign Study
ADLP	Advanced Distributed Learning Program (Office Secretary of Defense)
AEA	Army Executive Agent
AKM	Army Knowledge Management
AKO	Army Knowledge Online
ANG	Air National Guard
ANG CIO	Air National Guard Chief Information Officer
ANG/SC	Air National Guard Strategic Communications
ANG/DPD	Air National Guard Directorate of Personnel Development
APB	Acquisition Planning Board
ARNG	Army National Guard
ARNGRC	Army National Guard Readiness Center
ARNG CIO	Army National Guard Chief Information Officer
ARPRINT	Army Program for Individual Training
ARRTC	Army Reserve Readiness Training Center
ATRRS	Army Training Requirements and Resources System
BNCOC	Basic Non Commissioned Officer Course
C4	Command, Control, Communications, and Computing
CA	Cooperative Agreement
CAC	Computer Aided Classroom
CBT	Computer Based Training
CAR	Chief, Army Reserve
CD-ROM	Compact Disk-Read Only Memory
CFR	Code of Federal Regulations
CIO	Chief Information Officer
CMT	Common Military Training
CNGB	Chief, National Guard Bureau
COO	Chief Operating Officer
CONOPS	Concept of Operations
CS3	Customer Service Support System
CSA	Chief of Staff, Army
CST	Civil Support Team
DA	Department of the Army
DARNG	Director, ARNG
DARPA	Defense Advanced Research Projects Agency
DBS	Direct Broadcast Site
DCSED	(TRADOC) Deputy Chief of Staff for Education
DCSIM	Deputy Chief of Staff for Information Management
DCSOPS	Deputy Chief of Staff for Operations and Plans

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DCSPER   Deputy Chief of Staff for Personnel
DCST   (TRADOC) Deputy Chief of Staff for Training
DET   Displaced Equipment Training
DISA   Director of Information Systems Agency
DISC4   Director of Information Systems for Command, Control, Communications, and Computers
DL   Distributed Learning (or Distance Learning)
DLAC   ARNG Distributed Learning and Training Advisory Council
DLEOC   Distributed Learning Equipment Orientation Course
DL-IPT   NGB DL Integrated Project Team
DL POC   Distributed Learning Point of Contact
DLITC   Distribute Learning Instructor Training Course
DLN   Distributed Learning Network
DMMC   Dual Multimedia Classroom
DoD   Department of Defense
DOIM   Director of Information Management (DCSIM)
DTF   Digital Training Facility
DTT   Distributive Training Technology
DMOSQ   Duty Military Occupational Specialty Qualified
DTTP   Distributed Training Technology Project
DTT PM   Distributed Training Technology Product Manager

EAATS   Eastern ARNG Aviation Training Site
ETAC   Enlisted Training Advisory Council

FAD   Funding Authorization Document
FAQ   Frequently Asked Question
FAR   Federal Acquisition Regulation
FMO   Facilities Maintenance Officer
FORSCOM   U.S. Army Forces Command

GETN   Government Education and Training Network

HQDA   Headquarters Department of the Army

IIS   Integrated Information System
IMC   Information Management Council
IMI   Interactive Multi-Media Instruction

JP1   Jefferson Plaza 1

LMS   Learning Management System

MACOM   Major Command
MATDEV   Material Developer
MDA   Milestone Decision Authority
MIMIC   Military Interactive Multimedia Instruction Center
MIPR   Military Interdepartmental Purchase Request
MMC   Multimedia Classroom
MMS   Multimedia Scaleable (Classroom)
MNS   Mission Needs Statement
MOS   Military Occupational Specialty
MTC   Medium Trainer Classroom
MTSA   Military Training Specific Allotment

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NET	New Equipment Training
NG	National Guard (Army and Air)
NGB	National Guard Bureau
NGB-AIS	National Guard Bureau, Army Information Systems
NGB-ART	National Guard Bureau, Army Training Division
NGB-ART-D	National Guard Bureau, Army Training Division, Distributed Learning Branch
NGB CIO	National Guard Bureau Chief Information Officer
NGB-HR	National Guard Bureau, Human Resources
NGR	National Guard Regulation
NOC	Network Operations Center
NTCC	National Training Coordination Conference
NSACC	National Scheduling And Control Center
OCAR	Office of the Chief, Army Reserve
OPR	Office of Primary Responsibility
ORD	Operational Requirements Document
OSD	Office of the Secretary of Defense
PEC	Professional Education Center
PEO	Program Executive Officer
PEO-STAMIS	Program Executive Office (PEO) for Standard Army Management Information Systems
PERSCOM	Personnel Command
PM	Project Manager
POI	Program of Instruction
PORTAC	Plans, Operations, and Training Advisory Council
POTO	Plans, Operations, and Training Officer
POTS	Plain Old Telephone Service
PPBES	Programming, Budgeting and Executing System (Army System)
PPBS	Planning, Programming, and Budgeting System/Planning(DOD System)
PSA	Principal Staff Assistant
PRI	Primary Rate Interface
RC	Reserve Component
RCB	Requirements Control Board
RCE	Regional Coordinating Element
RDL	Reimer Digital Library
RTCC	Regional Training Coordination Conference
RTI	Regional Training Institute
SASS	Site Administrator Support System
SBU	Sensitive, but unclassified
SCORM	Sharable Content Object Reference Model
SEN	Satellite Education Network
SFUG	Security Features Users Guide
SIMITAR	Simulation In Training for Advanced Readiness Program
SMDR	Structure Manning Decision Review
SOS	State Operations Support
SOT	Site Operations Training
STARC	State Area Command
T3BL	Training and Training Technology Battle Lab

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TADLP	The Army Distance Learning Program
TAG	The Adjutant General
TASS	The Army Training System
TATS-C	The Army Training System Courseware
TEC	ANG Training and Education Center
TIE	TASS Integration Element
TRADOC	Training and Doctrine Command
TRAP	Training Requirements Arbitration Panel
USAR	US Army Reserve
USP&FO	United States Property and Fiscal Officer
VOC	Video Operations Center
VTC	Video Teleconference
VTT	Video Teletraining
VTTITC	Video Teletraining Instructor Training Course
WAATS	Western ARNG Aviation Training Site
WMD	Weapons of Mass Destruction